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ABSTRACT

Designed for secretarial (or clerical) training, this manual provides exercises for developing skills and habits needed in an office environment. Focus is on eight areas: Communicating, filing, getting along, grooming, mailing, organizing, telephoning, and typing. Exercises are provided in each area for group and individual learning. (TA)

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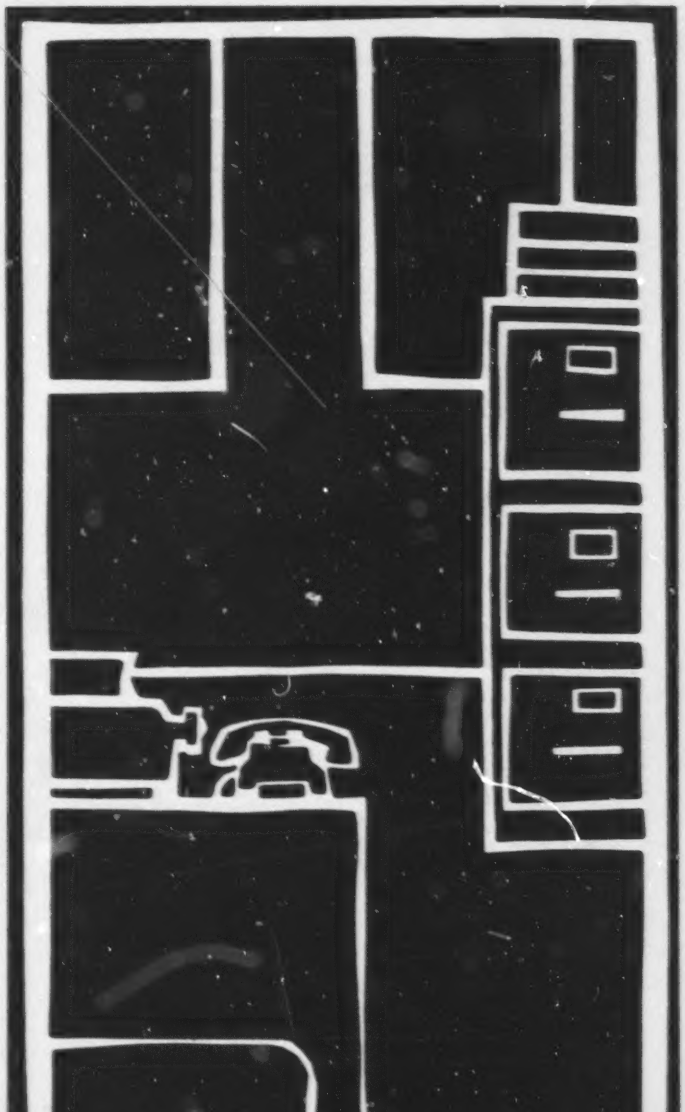
STUDENT MANUAL FOR

Office Methods And Behavior

(25PB)



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CE 008 391

U.S. Civil Service Commission
Bureau of Training
Communications and
Office Skills Training Center
Washington, D.C.

OFFICE METHODS AND BEHAVIOR

CONTENTS

SUBJECT PAGE

Communicating -- 1

Filing -- 19

Getting Along -- 45

Grooming -- 61

Mailing -- 77

Organizing -- 81

Telephoning -- 105

Typing -- 131

COMMUNICATING

COMMUNICATING

Circle When Completed

C-1 Become acquainted with your neighbor. Obtain the following facts in 5 minutes.

1) Name, 2) agency and job, and 3) one interesting fact your neighbor wants to share with us.

The instructor will ask you to introduce your neighbor to the class.

C-2 Read pages 5 and 6

C-3 Tell your instructor when you are ready to do Exercise #1 on page 7 .

C-4 Reflect upon Exercise #1. Study page 8. Objectively analyze your ability to listen.

C-5 Do Exercise #2 on page 9. Keep this exercise until your instructor asks for it.

C-6 Read page 10.

C-7 Read pages 12 and 13.

C-8 Draft a letter to your office supervisor. See Exercise #4, pages 15 and 16 . Give draft to your classroom instructor. When it is returned to you, make necessary changes if any and give copy to your classroom instructor. Give original with enclosed envelope to your office supervisor. Bring reply from office supervisor back to your instructor.

C-9 Draft an invitation to your office supervisor. See Exercise #5 on page 17 . Give draft to your classroom instructor. When it is returned to you, make necessary changes if any and give copy to your classroom instructor. Give original with enclosed envelope to your office supervisor. Bring reply from office supervisor back to your instructor.

C-10 Draft a thank-you letter to your office supervisor. See Exercise #6 on page 18 . Give draft to your instructor. When it is returned to you, make necessary changes if any and give copy to your classroom instructor. Mail original to your office supervisor.

SPEAKING WELL AT WORK

Conversations at Work

Conversation at work becomes a test of skill which requires you to have an alert mind, words that will help you express your ideas, and the desire to listen to the other person.

Promotions usually come to the people who can represent their employers. As an office assistant you should become very familiar with the programs and the mission of your office and agency.

When you are doing the Speaking

If you are speaking with someone you should be aware of the needs of your listener and adjust the topic of conversation to the interest of the listener. You must remember that you need to share the conversation time with other people taking part in the conversation. Make sure that you do not do all of the talking when you are having a conversation with someone.

Carefully select the topic that you will talk about. If you are talking about your work, you need to avoid gossip and things that are of a security nature. If you are just making conversation in general with your co-workers or visitors, you need to avoid sensitive subjects such as: race, religion, politics, and sex. One tip is to pick subjects for discussion that would be of interest to the people that you are speaking with.

Break any habits that make people notice what you are doing rather than what you are saying. Annoying habits: looking around the room rather than looking at the person, playing with beads or a necklace, winding your wristwatch, or moving papers at your desk.

When you are the Listener

Without a listener, there would be no conversation! A good listener watches the speaker, keeps his mind on what is being said, and adds his thoughts to the speaker's while he is listening.

As a listener you should be careful not to be distracted. Outside noises sometimes cause you not to listen. Sometimes the speaker does things that make you not want to listen. Be careful not to daydream about something that you wish you were doing. Don't plan things like "what you are going to do after work," or "what you are going to cook tonight." Also, don't mentally argue with the person that is doing the talking. Many times we plan our arguments when our supervisor is talking to us. When we do this, we fail to hear all of the major ideas he is telling us. YOU REALLY HAVE TO WORK TO LISTEN.

When you want people to enjoy talking with you

1. Say your words clearly.
2. Speak loud enough to be heard.
3. Make what you say seem interesting.
4. Smile as you talk.
5. Let the other person talk too.
6. Listen with interest when someone else is talking.
7. Don't get distracted by outside noises or other things.
8. Look at the person who is talking.

COMMUNICATIONS: Exercise #1

YOU SAID...BUT, I SAID...

Directions:

1. Choose a partner.
2. Pick one of the conversational subjects listed below.
3. Try to make your partner understand your point of view on the subject.

RULES:

A. The partner on the left starts first.
B. He or she is to talk for about a minute and explain his or her feelings about the subject.
C. After the first person has explained his feelings, the partner on the right says what he thought you said. The exact words do not have to be used but the exact ideas must be said. This should take about one minute.
D. The partner on the left who started the conversation then either:
    (1) AGREES that what the partner on the right just said is exactly what he was saying, or
    (2) TELLS AGAIN what he said because the partner on the right didn't quite understand.
E. The partner on the right then tries again to tell the partner on the left what he thought he said.
F. There is a five-minute time limit.
G. Ten points are given when your partner understands what you were trying to explain and can tell it back to you.
H. THE PARTNER ON THE RIGHT then takes his or her turn and follows the same procedure.

YOU MIGHT BE CALLED UPON TO EXPLAIN YOUR PARTNER'S POINT OF VIEW!

CONVERSATIONAL SUBJECTS: (These could be emotional topics.)

1. There is too much violence on T.V. programs today.
2. There should be more people who believe in God.
3. Your pet peeve.
4. Life in the city leaves a lot to be desired compared to the life in the country.
5. School teachers should go on strike if insufficient money is allocated to operate schools.

WHY PEOPLE DON'T LISTEN TO YOU

Be objective. Are you guilty of any of these poor listening habits?

1. You don't say your words clearly; so, people don't understand what you're saying.
2. You talk too fast.
3. You don't speak loudly enough.
4. You add too many unnecessary pauses such as: uh's, er's, well-uh's, and ah's.
5. You leave out some of the sounds in the words.

   The word is recognize. If you leave out the "g" sound you say recuhnize. That is wrong.

   The word is government. If you leave out the "n" sound the word sounds like govermint. That is wrong.

6. You add sounds to words.

   The word is athlete. If you are not careful you say athuhlete. That is wrong.

   The word is often. The "t" is silent. If you are not careful you add the "t" and say often. That is wrong.

7. You mispronounce words.

   You say "jist" when you mean to say just.
   You say "becuz" when you mean to say because.

8. Your voice is not pleasant to listen to. You should check to make sure that you do not sound squeaky, hoarse, breathy, or too high pitched.
9. You do annoying things while you are talking. Some of these could be: covering your mouth with your hand or fingers, taking off your glasses and putting them back on, looking down at the floor while you are talking, or scratching your arm.
10. You don't look at people while you are talking with them.
11. You use your hands too much when you talk.
12. You look like you could "care less." Looking uninterested really makes your listener "care less" about you.

COMMUNICATIONS: Exercise #2

LISTENING FOR EFFECTIVE COMMUNICATION

Directions:

In each of the following sentences, you did not hear a word or some words that could change the entire meaning of what the person speaking wanted to say.

Fill in one word or several words that would make the sentence make sense to you.

DON'T DISCUSS THIS EXERCISE WITH ANYONE.

SENTENCES:

1. Before you mail the letter, please add the ______________________.
2. Please go to the xerox machine and make ________________ copies.
3. Lunch begins at _________________________________p.m.
4. Dianne saw Barbara at ____.
5. Tell Mr. Jones that I can see him first thing in the morning at _____________________________ o'clock.
6. Quick, run downstairs and pick me up a __________________________.
7. Carmen ______________________________________ six letters.
8. Please ask the repairman to fix the ___________________________; it is driving me crazy.
9. Please tell Mr. McDonald that Mr. Jefferson ____________________ attend the staff meeting tomorrow.
10. Please ______________________________ the report before you show it to the director.

Keep this exercise until your instructor asks for it.

AS A LISTENER DO YOU?

Be objective. Do you practice these good listening habits?

1. Make it a point not to interrupt someone who is speaking before he finishes what he is going to say?
2. Avoid doing something else while someone is talking to you? (Such as: looking at papers, looking at someone else, winding your wristwatch, and etc.)
3. Look at the person who is speaking with you?
4. Think about what the person is saying?
5. Try to relate what is being said to things that you understand?
6. Use some of the information that the person speaking is giving you to help you understand?
7. Avoid being prejudiced by words used by other people that are talking with you?
8. Concentrate on what is being said instead of daydreaming or becoming distracted by things such as the way they are dressed or what your plans for the evening are?
9. Listen for ideas and feelings as well as the words and facts that are being said?
10. Ask the person that you are talking with to repeat a major point if you think that you missed it or if you are unclear about what was said?

A GOOD LISTENER MAKES A GOOD FRIEND AND CO-WORKER!

HOW ARE YOU AT FOLLOWING DIRECTIONS?

Directions: This is an individual exercise. You are to do this on your own. Do not begin until the instructor tells you. When the instructor has you start, you will have three minutes to finish this exercise.

1. Read everything before doing anything.
2. Put your name in the upper right-hand corner of this paper.
3. Circle the word "name" in sentence two.
4. Draw five small squares in the upper right-hand corner of this paper.
5. Put an "x" in each square.
6. Put a circle around each square.
7. After the title, write "yes, yes, yes."
8. Sign your name at the bottom of the page.
9. Put a circle around each word in sentence #8.
10. Put an "x" in the lower left-hand corner of this paper.
11. On the back of this paper multiply 5 by 54.
12. Call out your first name when you read this sentence.
13. On the back of this paper, add 8, 18, and 85.
14. If you think you have followed all of the directions up to this point, call out "I have."
15. Now that you have finished reading the directions carefully, do only sentences #1 and #2.

TIPS FOR THE CLERICAL ASSISTANT

Keep pencil and paper beside your telephone for taking messages.

Try to answer your telephone the first time it rings.

If you are away from your desk be sure that there is someone to answer your telephone while you are out.

Identify your office and yourself (if permissible) when receiving or placing calls.

Have a pleasant voice and speak clearly and distinctly into the mouthpiece.

Find out what calls are to be put through to the boss even though he is in conference.

Get the correct name and number of callers and take accurate messages.

Avoid keeping callers waiting while you are checking information, ask if you may call back.

Don't refer callers to another person unless you are sure they can handle the matter he is calling about.

Find out if personal calls are allowed in your office and if they are keep them to a minimum.

Wait for the caller to hang up before you put the receiver down.

Be considerate and courteous with people and have a pleasing personality.

Learn to cooperate and get along with others.

Don't discuss your personal problems in the office.

Don't spread gossip.

Dress appropriately for the office.

Wear makeup and hair styles that are suitable for the office.

Always be neat.

Keep hands and nails clean.

Be tactful when asking someone to do something for you.

Be prompt in reporting for work.

Find out what time you are to go to lunch and be prompt in returning from lunch and breaks.

Let your boss know where you may be located when you are away from your desk.

Be dependable.

Find out your boss's likes and dislikes.

Find out where supplies are located and how they are obtained.

Know the procedures for handling mail.

Familiarize yourself with other departments.

Take courses for self improvement.

Make a list of various forms used by the agency and instructions on how to prepare them.

Don't be afraid to ask questions.

Keep a list of materials in the files.

Make a list of shorthand forms that are used in your particular office so that further abbreviations may be added.

Keep a manual with instructions for routing office procedures.

Find out if there is a better way to do your work.

COMMUNICATIONS: Exercise #4

LETTER TO SUPERVISOR

Directions: You are to type a letter to your supervisor to let him or her know what types of assignments you have been doing.

The following letter is a sample letter for you to follow. You may want to add more to the letter. Make this letter tell your supervisor just how you are getting along.

After you have received approval from your instructor, you should take the letter to your supervisor personally.

You are to:

1. Make two carbon copies, one white and one yellow copy. Place the white copy in your file and give the yellow copy to the instructor.
2. Proofread your letter very carefully.
3. Sign your letter.
4. Check your attendance record.
5. Type two envelopes, one addressed to your supervisor, and one addressed to your instructor.
6. Enclose the envelope addressed to your instructor.

COMMUNICATIONS: Exercise #4

SAMPLE LETTER:

(Current date centered on letterhead)

Mr. John Doe (use your supervisor's name)
1212 American Street (use your supervisor's office address)
Washington, DC 20415 (use your supervisor's city, state, and ZIP)

Dear Mr. _________________________:

This is a short letter to let you know some of the things I have been doing in the Office Methods and Behavior course.

We have been studying (add what subjects and ideas we have been discussing and working on). The ideas that have helped me the most are (add your own thoughts).

On the bottom of the letter, please write down the areas that you would like me to work on so that I can be of more help to you in the office. Please sign your name; place this letter in the enclosed envelope to the instructor and I'll return it to her.

If you need to record my Time and Attendance, I have been in class (put the days you have attended--if you have not missed any days, put "everyday" --if you have been late, put how many minutes you were late.)

Sincerely,

Sign your name

Your name (typed)

Enclosure

COMMUNICATIONS: Exercise #5

(Current date centered on letterhead)

Your supervisor's name and address

Dear ________________________:

I am extending an invitation to you to be my guest at the Office Methods and Behavior course, Thomas Circle Building South, 1121 Vermont Avenue, NW., Room 317, Washington, DC on ______(Date)______ from 3 p.m. to 4 p.m.

The instructor and class members are looking forward to showing you what we have been doing and learning during the course.

Please complete and cut off the lower portion of this letter, place it in the enclosed envelope and give it to me. I'll return it to my instructor. Thank you. I sincerely hope you can attend.

Sincerely,

Sign your name

Your name (typed)

☐ I will be able to attend

☐ I will not be able to attend.

COMMENTS:

____
Supervisor's Signature

____
Student's name

COMMUNICATIONS: Exercise #6

(Current date centered on letterhead)

Your Supervisor's Name
Supervisor's Address
City, State ZIP

Dear ______________________:

Thank you for giving me the opportunity to attend the Office Methods and Behavior course.

We have covered a lot of material about Government and how to be better office workers. I have learned about ________________________________
____
____
____.

With this new knowledge, I think that I now can be a better assistant to you in our office.

Sincerely,

Sign your name

Your name (typed)

(Please type an original and one yellow copy. The yellow copy is to be given to the instructor, If you would like a personal copy, add one extra white copy to your carbon pack.)

FILING

FILING

F-1 Filmstrip: Filing and Basic Office Systems"

F-2 Filing Team Game

F-3 Lesson 1 Introduction and Alphabetic Filing of Personal Names (Part I)

F-4 Lesson 2 Alphabetic Filing of Personal Names (Part 2)

F-5 Lesson 3 Alphabetic Filing of Personal Names (Part 3)

F-6 Lesson 4 Alphabetic Filing of Personal Names (Part 4)

F-7 Alphabetic Filing of Business Names (Part I)

F-8 Alphabetic Filing of Business Names (Part 2)

F-9 Alphabetic Filing of Business Names (Part 3)

F-10 Alphabetic Filing of Special Business Names

F-11 Organizing and Maintaining a Filing System

F-12 Review Project

F-13 Numeric Filing

F-14 Geographic Filing and Conclusion

FILING

Too many people let materials go unfiled too long. They let papers accumulate on desks, on tops of tables or cabinets, in boxes, or in drawers. They finally take action when the clutter grows unsightly.

Filing should be done at a regular time. Daily filing is better than weekly or other periodic filing chiefly because the papers most frequently asked for are those most recently received. Seeking them in a large stack of miscellaneous unfiled papers is slow and tedious work.

All paper clips, pins, and rubberbands should be removed before papers are filed. Torn pages should be repaired by the use of scotch tape.

Materials should be placed in the folder with the latest dated material on top and with the top of the sheet toward the left of the file drawer as the reader faces it, so that all filed documents can be read as a book.

Every folder label should be readily visible. When papers rise in the folder to obscure the folder label, the contents should be "tamped down" by gentle shaking. As folders become filed with papers, the assistant should crease the scoring at the bottom of the front folder leaf to cause the papers to rest squarely on the bottom of the file drawer.

Leave working space in drawers. About 4 inches of working space are needed in each file drawer.

Clippings of less that 8 x 10½ inches should be mounted on regular bond paper and filed in the same manner as other documents. Clippings larger than 8 x 10½ inches should be filed loose in the folder and folded to fit the folder neatly.

Staple material to be filed, in the upper righthand corner.

Use the top drawers of filing cabinet for your current files or the files most frequently used. Use the bottom drawers for the material that needs to be filed but not called for frequently.

Use folders with pockets for bulky materials. These folders are the same size as the other file folders.

New procedures of filing are being used by many Government agencies. With so many records to be filed, the Government has now started to put the information on film and then reduce the size of the picture on the film. One of the latest techniques using this procedure is called microfiche. Microfiche cards record many pages in miniature form on to one 4 x 6 inch card. Once the pages have been recorded on film, you can review the material by using a microfiche reader which is a machine that enlarges one miniature page at a time so that you can clearly read it.

OTHER OFFICE FILES

TELEPHONE NUMBERS

The numbers--including area codes, flags or color coding for frequently called numbers, and addresses or room numbers.

NAMES OF FREQUENT VISITORS

A list of names of the people who usually visit your office. The list should include a few words about the visitor to help you remember if the caller is very important and what he likes to do. If you are careful, you could put some words on the card that would help you to identify the visitor.

FREQUENTLY USED MATERIALS

Schedules, organization charts, directories, price lists, and etc. can be kept handy in a drawer, file, or plastic binder.

NOTES AND INSTRUCTIONS

Keep at your fingertips any essential notes or instructions. Directions are often forgotten. Write down what should be done and then follow those directions.

CORRESPONDENCE FILES

Many offices keep a "chron" file for their correspondence. The chronological, "chron," file contains an extra carbon copy of every memo, letter, report, or notes that have been prepared and have left the office. At the end of each day, the extra carbon copies are filed in a three-ring binder placing the most recent correspondence in front.

TICKLER FILES

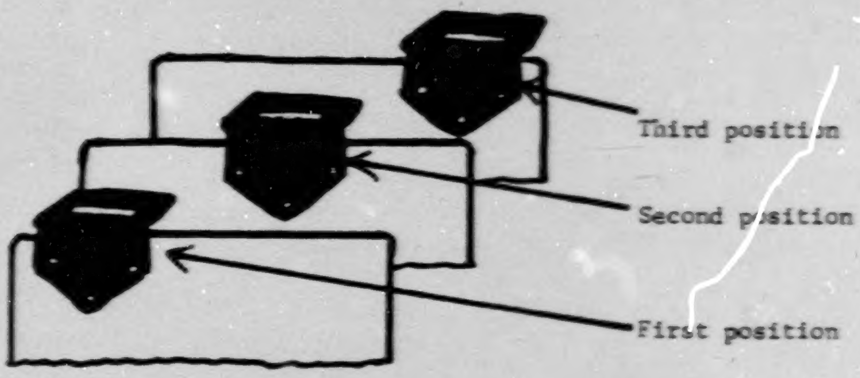
The tickler file is to tickle your memory or remind you to do something. The tickler file usually consists of folders or file cards that remind you of items that must be completed today or at some future date. The folders or cards are rotated each day so that the ones for the current day are placed at the top or in front. The trick to this system is to anticipate what has to be done and file it for the date it should be started. Also, many people have a tickler file and then forget to use it.

SUPPLIES FOR FILES

GUIDE CARDS

Guide cards are signposts to the person looking through the files. Guide cards have a metal tab with a "window" which is higher than the regular folder. The guide cards also add support to the file folder in each drawer.

Standard guide cards are available with the tabs either in three different positions (third-cut guides), or in five different positions (fifth-cut guides). The drawing below shows you the standard third-cut guide tabs.



LABELS

While guide card labels are the principal file signposts, drawer labels and folder labels also help to find or file faster in the right in the right folders. Drawer labels narrow the search to one drawer, guide labels to several folders, and folder labels to the contents of one folder.

To make the organization of files visually clear, offices depend upon accurate and complete label captions to identify the contents.

Labels should be in large type. Colored drawer labels will help identify separate files, and different-colored standard folder labels also can identify separate files or different kinds of papers within a particular file.

WHERE IN THE ALPHABET?

Directions: When you file you must be quick to recognize the order of the letters in the alphabet.

In the space following each pair of letters below, write which letter appears first in the alphabet.

DON'T START YET! The instructor will tell you when to begin. You are competing with your team! The object is to be accurate and fast. When you finish, raise your hand, the instructor will give you the correct number of minutes and seconds, write them down immediately.

When all have finished the assignment, the person who finishes first will read his answers. If one answer is incorrect, the next person will read the answers.

The first person finished in the least amount of time will be declared the winner when his answers are declared correct by his team members.

b-d ________

o-n ________

y-w ________

m-n ________

k-j ________

d-e ________

o-r ________

l-n ________

f-e ________

x-s ________

w-u ________

t-o ________

g-k ________

r-q ________

n-m ________

q-p ________

z-x ________

e-d ________

c-d ________

v-x ________

s-r ________

p-m ________

i-e ________

h-j ________

j-l ________

f-h

b-c ________

o-p ________

y-z ________

m-l ________

k-l ________

d-c ________

o-n ________

l-k ________

f-g ________

x-y ________

x-w ________

t-u ________

d-f ________

q-r ________

z-y ________

e-f ________

c-b ________

v-u ________

s-t ________

p-o ________

i-h ________

h-g ________

j-i ________

f-g ________

o-r ________

g-l ________

SUBJECT FILING

Subject filing is arranging filed material by names of topics rather than by names of people, agencies, or location. Subject files are usually used for the main bulk of filed materials in Government agencies. Subject files are often used for storing the records of specific bureaus of divisions or individuals within an agency.

Subject filing becomes difficult sometimes because you actually file by describing the contents of the item to be filed. Sometimes different people do not always describe the same item in the same way. Therefore, items to be filed could be filed in different folders even though all seem to be related. For example: "radios" could be filed--radios, or appliances, or small household appliances. To avoid this problem, a major list of folders in the files should be typed with a short note explaining what should go into each folder.

In subject filing, separate your categories in the major headings, minor heading, and subheading.

Major heading
(primary subject topics)
(1st position guide)

Minor headings
(first breakdowns)
(2nd position guides)

Subheadings
(further breakdowns)
(3rd position guides)

FILING RULES

I. NAMES OF PEOPLE

Rule #1: PERSONAL NAMES

Personal Names are transposed for filing purposes: Last name (surname); first name (given name) or initial; middle name or initial.

NAME	FILED AS
Mattie Jane Johnson	Johnson, Mattie Jane
George Williams	Williams, George

Rule #2: ALPHABETIC INDEXING UNITS

An indexing unit is each word in a name. Alphabetically arrange the names in order by comparing similar units in each name. When the first units are identical, look at the second units. Look at the third units only when both the first and second units are the same.

	FILED AS		
NAME	UNIT #1	UNIT #2	UNIT #3
Brent Clark	Clark	Brent	
Carl Edward Jackson	Jackson	Carl	Edward
Charles Ray Jackson	Jackson	Charles	Ray
Charles Tom Jackson	Jackson	Charles	Tom

Rule #3: SINGLE LAST NAMES OR INTIALS

A last name used alone comes before the same last name with a first name or initial. A last name with a first initial only comes before a last name with a complete first name. This rule is usually simply stated, "Nothing comes before something."

NAME	UNIT #1	FILED AS	UNIT #2
Clark	Clark		
Brent Clark	Clark		Brent
C. Jackson	Jackson		C.
Charles Jackson	Jackson		Charles

Rule #4: LAST NAME PREFIXES

A last name prefix is not a separate indexing unit; It is considered as part of the last name. Some of the prefixes are: D', Da, de, Des, Di, La, M', Mac, Mc, O', Van der, and others. M', Mac, and Mc are indexed and filed exactly as they are spelled.

NAME	UNIT #1	FILED AS UNIT #2	UNIT #3
Phillip T. Jones	Jones	Phillip	T.
Edward R. MacDonald	MacDonald	Edward	R.
Elaine Mack	Mack	Elaine	
Edward R. McDonald	McDonald	Edward	R.

Rule #5: Possessives

The s is not considered in indexing and filing when a word ends in apostrophe s. However, when a word ends in s apostrophe, it is considered because the s is part os the original word. This rule is sometimes stated, "Consider everything up to the apostrophe."

NAME	UNIT #1	FILED AS UNIT #2	UNIT #3
Ruben's Raiders	Ruben's	Raiders	
William L. Ruben	Ruben	William	L.
Rubens' Electronic Shop	Rubens'	Electronic	Shop
Peter Rubenstein	Rubenstein	Peter	

Rule #6: TITLES OR DEGREES

Titles or degrees of individuals are not considered in indexing of filing whether they preceed of follow the name. Place the title or degree in parentheses after the person's first name or initial. Terms such as Jr., Senior, 2nd, that designate seniority, are placed in parentheses and are considered for indexing and filing only when the names are identical. This is the major rule. There are a few exceptions but they rarely occur so they will not be noted here.

		FILED AS
NAME	UNIT #1	UNIT #2
Dr. George Garland	Garland	George (Dr.)
John Garland, Jr.	Garland	John (Jr.)
John Garland, Sr.	Garland	John (Sr.)

Rule #7: MARRIED WOMEN

Use the legal name of a married woman for filing purposes. When a woman marries, she legally only takes her husband's last name. Therefore, her legal name could be: (1) her own first and middle names together with her husband's last name, or (2) her own first name and last name before she was married added to her husband's last name. Place Mrs. in parentheses at the end of her name. Her husband's first and middle names are given below her legal name and placed in parentheses.

		FILED AS	
NAME	UNIT #1	UNIT #2	UNIT #3
Mrs. Richard C. Sutton (Sylvia Leigh)	Sutton (Richard C.)	Sylvia	Leigh (Mrs.)
Mrs. Allen T. Willis (Deanna Rae)	Willis (Allen T.)	Deanna	Rae (Mrs.)
Mrs. Gayle Wilson	Wilson	Gayle (Mrs.)	

Rule #8: UNUSUAL NAMES

When it is difficult to decide which part of an individual's name is the last name, consider the last part of the name as written to be the person's last name. Foreign names are sometimes puzzling, as are American names consisting of two names which are often used as first names.

In Chinese names, the first word in the name as written shall be treated as the surname, except in cases where Chinese names include an English name which is definitely known to be a given name. In such instances, the English given name shall be treated as a given name.

NAME	FILED AS UNIT #1	UNIT #2	UNIT #3
John James	James	John	
Anthony Bruce	Bruce	Anthony	
Man Ming Chang	Man	Ming	Chang
David Fong	Fong	David	
Fong Lung Sing	Fong	Lung	Sing

II. NAMES OF COMPANIES

Rule #9: NAMES OF COMPANIES

Names of companies, organizations, and institutions are indexed and filed exactly as they are written. The only exception to this rule is when the organization includes an individual's name. That rule is discussed in the next rule.

NAME	FILED AS UNIT #1	UNIT #2	UNIT #3
Marshall Electronics	Marshall	Electronics	
Marshall Supply Store	Marshall	Supply	Store
Modern Secretarial School	Modern	Secretarial	School

Rule #10: NAMES OF COMPANIES INCLUDING INDIVIDUAL NAMES

When the company, organization, or institution includes the complete name of an individual, the units are transposed for indexing just like the rule for indexing the name of an individual.

NAMES	FILED AS UNIT #1	UNIT #2	UNIT #3	UNIT #4
Morgan Data Company	Morgan	Data	Company	
Joe Morgan Realty Company	Morgan	Joe	Realty	Company
Mark Scott Employment Service	Scott	Mark	Employment	Service
Scott Rental Service	Scott	Rental	Service	

Rule #11: ABBREVIATIONS

Consider the abbreviations as though the name were written in full. Single letters other than abbreviations are considered as separate indexing units.

NAME	UNIT #1	UNIT #2	UNIT #3	UNIT #4
ABC Company	A	B	C	Company
John Adams	Adams	John		
ITT Corporation	I	T	T	Corporation
I. Albert King	King	I.	Albert	

Rule #12: "THE" ARTICLE

"The" is not an indexing unit and is disregarded in filing. However, when the article "the" occurs at the beginning of a name, it is placed at the end in parentheses. When the article "the" comes in the middle of a name, it is placed in parentheses but is not moved.

NAME	UNIT #1	UNIT #2	UNIT #3
The Frank Jones Company	Jones	Frank	Company (The)
The Jones Store	Jones	Store (The)	

Rule #13: FIRM ENDINGS, CONJUNCTIONS, AND PREPOSITIONS

Prepositions and conjunctions, such as in, of, and, for, are not used in indexing and filing. They are written, but only used in its original order.

Firm endings, such as Inc., Co., Corp., and others, are written as a unit in indexing and filing. They are considered as though they were spelled out in full, such as Company and Corporation.

		FILED AS	
NAME	UNIT #1	UNIT #2	UNIT #3
Neives and Lopez Co.	Neives and	Lopez	Company
Services, Inc.	Services	Incorporated	

Rule #14: ONE OR TWO WORDS

File names that may be spelled either as one or two words as one word.

NAME	UNIT #1	UNIT #2	UNIT #3
Southwest High School	Southwest	High	School
South West Supply Store	South West	Supply	Store

III. FILING WITH NUMBERS

Rule #15: NUMBERS

When a number is part of a name, it is considered as though it were written in words, and it is indexed and filed as one unit.

NAME	UNIT #1	UNIT #2	UNIT #3
The 2nd Avenue Store	Second	Avenue	Store (The)
The 2nd Avenue Theater	Second	Avenue	Theater (The)
The 21st Information Center	Twenty-first	Information	Center (The)

Rule #16: ADDRESSES

If the same name appears with different addresses, the names are indexed as usual and arranged in alphabetical order according to the city or town. Only when there is a duplication of both the individual or the company name and the city name do you consider the state. If there is the same name, same city, same state, but it is located at different addresses, then the names are arranged in alphabetical order by street name. If the street names are the same, then names are arranged from the lower to the higher street number.

			FILED AS		
NAME	UNIT #1	UNIT #2	UNIT #3	UNIT #4	UNIT #5
Defense Supplies, Austin, Texas	Defense	Supplies	Austin	Texas	
Defense Supplies, 42 West St., Dallas	Defense	Supplies	Dallas	West, 42	Street
Defense Supplies, 812 West St., Dallas	Defense	Supplies	Dallas	West, 812	Street

IV. US GOVERNMENT ORGANIZATIONS

Rule #17: US GOVERNMENT ORGANIZATIONS

When you have names pertaining to the US Federal Government, you index and file them under United States Government, then subdivide by title of the department, bureau, division commission, or board.

When used in titles of Governmental bodies, phrases such as: Department of, Bureau of, Division of, Commission of, Board of, are placed in parentheses after the word they modify; they are disregarded in indexing and filing nongovernmental names.

Usually in the Government, we leave off the filing unit of United States Government and file starting with the next indexing unit.

NAME	UNIT #1	UNIT #2	UNIT #3	UNIT #4
US Dept. of Agriculture	United	States	Government	Agriculture (Dept. of)
BUT IN GOVERNMENT:				
US Dept. of Agriculture	Agriculture (Dept. of)			

NAME	UNIT #1	UNIT #2	UNIT #3	UNIT #4
US Dept. of Commerce, Bureau of Census	Commerce (Dept. of)	Census (Bureau of)		

FILING: EXERCISE #1

RULES #1 through RULE #4

DIRECTIONS: Make a 3-by 5-inch card for the following names. Type the name in transposed order and place the item number in the upper right hand corner.

EXAMPLE:

Owens, Eddie 1

(1) Eddie Owens
(2) Louis S. Cohen
(3) Louis B. Cohen
(4) Richard Cohen
(5) Larry B. Atkinson
(6) C. C. Atkinson
(7) Calvin Atkinson
(8) Charles D. Atkinson
(9) Bruce Martin
(10) Arthur L. Green
(11) Richard H. Griffin
(12) Michael R. Griffin
(13) Richard Griffin
(14) R. Percy Griffin
(15) Bill Green

After you have placed these names on cards, file them alphabetically and check your answers with the instructor.

FILING: EXERCISE #5

RULES #1 through RULE #11

DIRECTIONS: Make a 3-by 5-inch card for the following names. Type the name in transposed order and place the item number in the upper right hand corner.

After you have placed these names on cards, file them in alphabetical order and check your answers with the instructor.

(16) Italian Embassy

(17) Iranian Embassy

(18) Iberia Airlines of Spain

(19) IBM Corporation

(20) IDS Leasing Corporation

(21) Gregory Irving

(22) Institute for Law Enforcement Systems

(23) Irving's Sport Shop

(24) Fields' Record Shop

(25) Joseph Fields

(26) L. J. Fields

(27) Frank Davis, Jr.

(28) John P. De Marco

(29) Mrs. Paul T. Baker (Virginia)

(30) Howard Brown

(31) Man Ming Chang

(32) Yee Kwan Chan

(33) Jack's Auto Shop

(34) JBB Dental Lab.

FILING: EXERCISE #7

RULES #1 through RULES #16

DIRECTIONS: Make a 3-by 5-inch card for the following names. Type the name in transposed order and place the item number in the upper right hand corner.

After you have placed these names on cards, file them in alphabetical order and check your answers with the instructor.

(35) 2 Continents Restaurant

(36) Mark Thompson

(37) Paul Tucker

(38) Wilson Thompson

(39) Trans World Airlines, Inc.

(40) John B. Davis
211 Rhode Island Ave.

(41) John B. Davis

(42) John B. Davis
5822 Monroe Street

(43) James C. Clark

(44) Clark Equipment Co.

(45) D. B. Clarke

(46) Kee Gang Chang

(47) Michael Chan

(48) Call Carl, Inc.

(49) Mrs. Alfred Bailey, (Agnes)

(50) A. W. Bailey

(51) Mrs. Raymond Aiken (Mabel Ann)

(52) AA Decorators

(53) Aiken Industries, Inc.

(54) AB & W Transit Co.

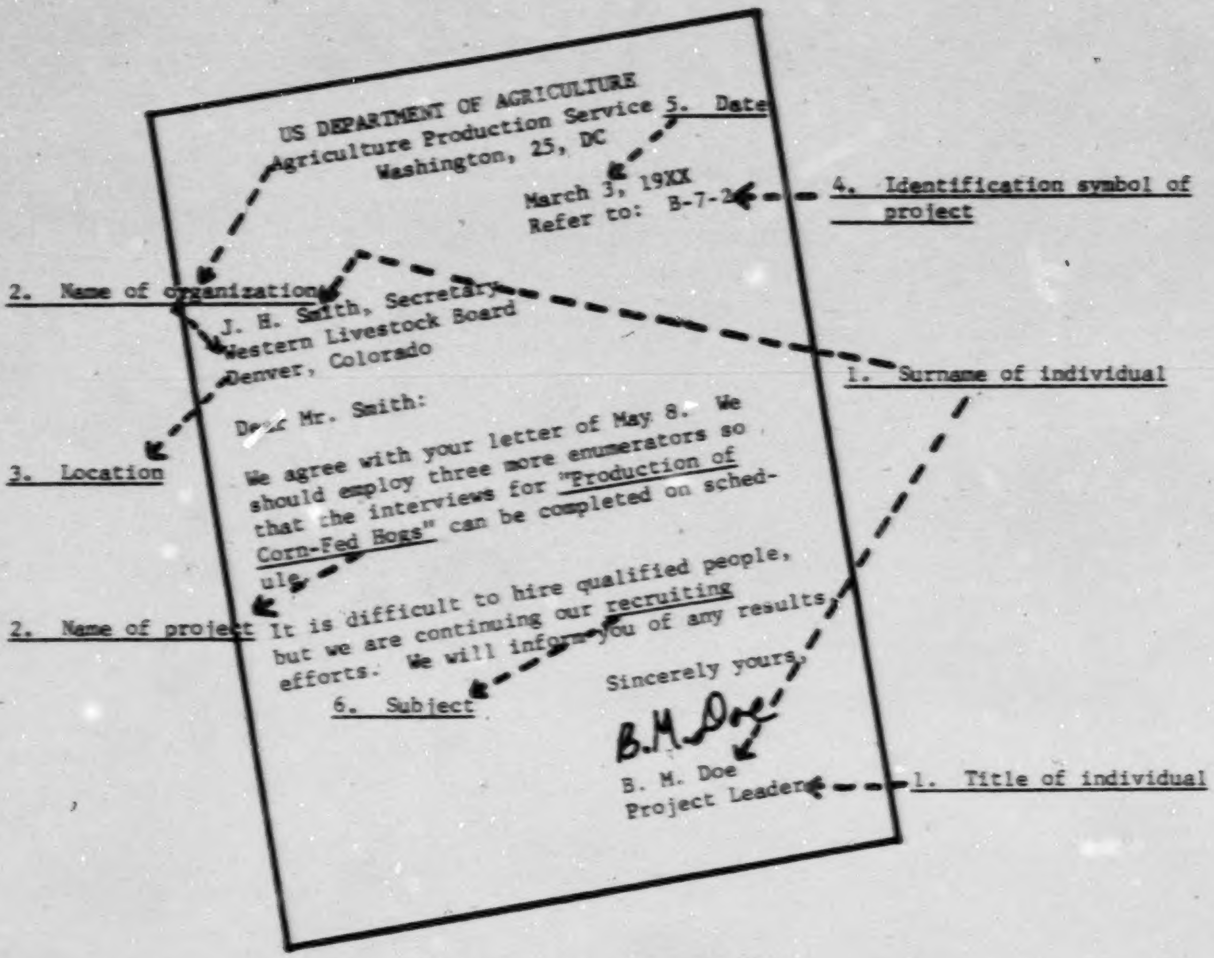
FILING: Exercise #9

Government Agency Filing Exam

DIRECTIONS: Type each of the following Government agencies on a separate 3 x 5 card. Then, arrange the cards in alphabetical order and give them to the instructor.

1. General Services Administration
2. National Aeronautics & Space Administration
3. Veterans Administration
4. National Science Foundation
5. Commerce Department
6. Government Printing Office
7. Equal Employment Opportunity Commission
8. Civil Service Commission
9. General Accounting Office
10. Treasury Department
11. Department of Agriculture
12. Department of State
13. Department of Defense
14. Federal Trade Commission
15. Department of the Interior
16. Department of Justice
17. Department of Transportation
18. Executive Office of the President
19. Department of Labor
20. Department of Health, Education, and Welfare
21. Federal Power Commission
22. Federal Bureau of Investigation
23. Office of Economic Opportunity
24. Internal Revenue Service
25. Post Office Department

POSSIBLE FILING FEATURES OF CORRESPONDENCE



US DEPARTMENT OF AGRICULTURE
Agriculture Production Service
Washington, 25, DC

March 3, 19XX
Refer to: B-7-2

J. H. Smith, Secretary
Western Livestock Board
Denver, Colorado

Dear Mr. Smith:

We agree with your letter of May 8. We should employ three more enumerators so that the interviews for "Production of Corn-Fed Hogs" can be completed on schedule.

It is difficult to hire qualified people, but we are continuing our recruiting efforts. We will inform you of any results.

Sincerely yours,

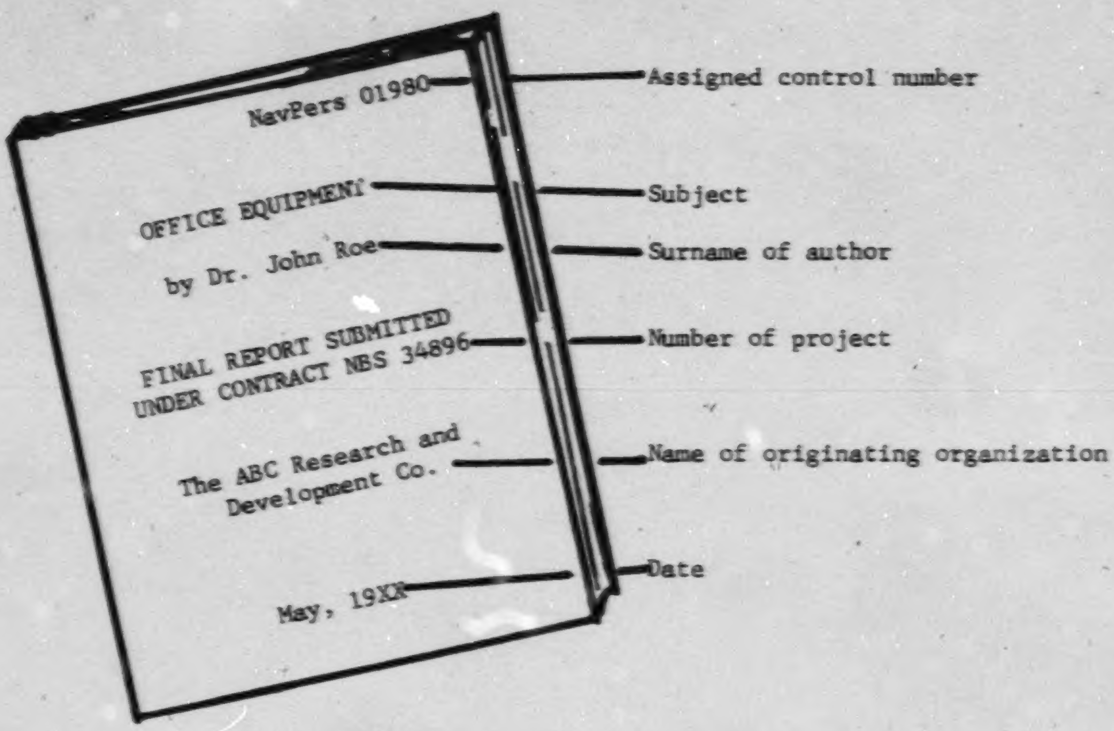
B.M. Doe

B. M. Doe
Project Leader

CORRESPONDENCE. Users will request memotandums, and telegrams by one or more of these six filing features:

1. Surnames (names or titles) of individual or organizations
2. Names (titles) of projects, products, transactions, or things
3. Locations (geographic or political divisions)
4. Numbers (symbols) assigned to transactions, commodities, locations, prijects, individuals, or organizational units
5. Dates prepared or used
6. Subject topics describing the informational content

POSSIBLE FILING FEATURES OF REPORTS



REPORTS. Figure 12 depicts some principal filing features of reports, namely:

1. Title of report (presumably the main subject)
2. Subjects in addition to the main subject
3. Surname of author
4. Name of originating organization
5. Number of project or contract with which identified
6. Number assigned for control
7. Date of issuance

Some file systems place recurring or periodic reports under a category "Reports," subarranged by report title or by form title it the report is a form.

POSSIBLE FILING FEATURES OF FORMS

The most common filing features of a form are:

1. Title of form (presumably the form subject)
2. Surnames (names or titles) of individuals or organizations
3. Numbers (symbols) assigned for transaction control or other identification
4. Dates

Since forms are used often in case files, they will usually be filed name or number.

POSSIBLE FILING FEATURES OF DIRECTIVES

DIRECTIVES. Directives have a system of their own, usually independent of the filing system. As a rule, they are filed in accordance with the directives system, in looseleaf binders, and put in bookcases. When directives are to be placed in the files, they may be arranged according to such filing features as listed below:

1. Subject line of directive
2. Number for directives system control
3. Date of issuance
4. Name of originating agency

The fourth filing feature above would be meaningful only to persons outside the originating agency.

GETTING ALONG

GETTING ALONG
(Human Relations)

Don't proceed with these activities on an individual basis. You will be informed by your instructor about the exact time for each activity.

Circle When Completed	
GA-1	Group Teamwork Activity
GA-2	World of Work Exercise #2, "Getting Help and Information." Your supervisor will tell you which channel to listen to. Record your answers in the appropriate columns on your World of Work Answer Sheet.
GA-3	Human Relations: Short Problem Study #1, page 49 .
GA-4	Human Relations: Short Problem Study #2, page 50 .
GA-5	World of Work Exercise #3, "My Man, My Creep." Your supervisor will tell you which channel to listen to. Record your answers in the appropriate columns on your World of Work Answer Sheet.
GA-6	Human Relations: Short Problem Study #3, page 51 .
GA-7	World of Work Exercise #4, "Too Much Talk." Your supervisor will tell you which channel to listen to. Record your answers in the appropriate columns on your World of Work Answer Sheet.
GA-8	Human Relations: Study #1, "Words Over Words Left Out," page 52.
GA-9	World of Work Exercise #5, "Don't Blow Your Cool." Your supervisor will tell you which channel to listen to. Record your answers in the appropriate columns on your World of Work Answer Sheet.
GA-10	Human Relations: Incident Study #2, "Everybody Has Priorities," page 53 .
GA-11	World of Work Exercise #6, "The Magic Words that Get You Fired." Your supervisor will tell you which channel to listen to. Record your answers in the appropriate columns on your World of Work Answer Sheet.
GA-12	Human Relations: Incident Study#3, "What a Lonely Place to Work," page 54.
GA-13	World of Work Exercise #8, "Supervisors Are Human, Too." Your supervisor will tell you which channel to listen to. Record your answers in the appropriate columns on your World of Work Answer Sheet.

GETTING ALONG

Page 2

GA-14 Human Relations: Incident Study #4, "Bank on the Bank," page 55.

GA-15 World of Work Exercise #9, "Money, Money, Money." Your supervisor will tell you which channel to listen to. Record your answers in the appropriate columns on your World of Work Answer Sheet.

GA-16 Human Relations: Incident Study #4, "Breaking in a New Boss," page 56

GA-17 Human Relations: Incident Study #6, "Getting Along With Different Bosses," page 57.

GA-18 Human Relations: Incident Study #1--VTR, "You've Got to Be Kidding," page 58.

GA-19 Human Relations: Incident Study #2--VTR, "Oh No, Not Again," page 59.

GA-20 Human Relations: Incident Study #3--VTR, "Why Is the Project Always 'Rush" When It Gets to Me?" page 60.

HUMAN RELATIONS: SHORT PROBLEM STUDY #1

SITUATION:

"A clerical assistant with several years of Government service, with more formal education than I have, with an 'I am wonderful' attitude, has untidy personal health habits. Her clothing and desk are always a mess. She always has some sickness, and tells everyone else how to cure their sickness. She never cooperates with anyone and does everything 'her own way.' She says that she doesn't like 'unpleasantness' but is going to court to explain to a judge that an officer should not have given her a ticket for making a left turn from a wrong lane. She claims that the officer should have warned her by blowing his horn."

QUESTION:

What can a clerical assistant do when he or she has to work with a colleague who is inflexible and hard to work with?

HUMAN RELATIONS: SHORT STUDY PROBLEM # 2

SITUATION:

"A secretary needs to feel a sense of accomplishment. What do you do when you feel you're not given the chance to do your best, or not being used to your most capacity? Some bosses or supervisors generate less work and activity."

QUESTION:

How do you live with this situation and what could you do about it?

HUMAN RELATIONS: SHORT PROBLEM STUDY #3

SITUATION:

"Often in our Government offices the employees work together on their assigned duties. When a secretary finishes her or his own work, he or she is expected to volunteer to help others who still have work to be done. In this case, one of the girls was always too busy to help out with xeroxing, filing, and collating, and always seemed to need assistance with her work. Her excuses were very upsetting to the others who thought she should be willing to pinch-hit in an emergency for them."

QUESTION:

What would you do to get more cooperation within the group?

HUMAN RELATIONS: INCIDENT STUDY #1

"WORDS OVER WORDS LEFT OUT"

SITUATION:

About a half an hour ago you finished typing a letter for your supervisor's signature. Your supervisor has just come up to your desk. You want to get along with him so you pay very close attention to what he is saying. Your supervisor is very angry. He points out that you have left a word out of the letter that you just typed. You remember seeing a word out in the left margin but there were no marks as to where it should be placed in the sentence. The sentences by the word seemed to make sense so you decided to leave it out. You realize that the error was not made on purpose; you really were just given poor instructions.

You know how important it is to maintain good human relations with your supervisor; therefore, you are trying to remember all of the things that you should do and say. However, to make matters worse your supervisor has just said: "Any stupid fool should be able to see that this word goes into that sentence."

What would you do now? What would you say now?

YOUR PROBLEM IS TO DO THE FOLLOWING:

1. Discuss the problem with your group.
2. Chose someone to play the role of the supervisor as he is in the above situation.
3. Chose someone to play the role of the clerical assistant. He or she is to try to handle the situation correctly.
4. With the help of the group:
    a. Develop a script for your actors to follow (this can be written or just discussed)
    b. Practice the role playing as you are going to do it (those not role playing should make sure that the actors are playing the role the way that they think it should be played)
5. Role play the completion of the situation explaining "What you would do now," and "What you would say now." (Make sure that the clerical assistant appears to be the one who solves the problem.)

HUMAN RELATIONS: INCIDENT STUDY #2

"EVERYBODY HAS PRIORITIES"

SITUATION:

You just put a call through to your supervisor from his boss. The conversation between your supervisor and his boss sounds like a very heated argument is occuring. The conversation lasts for a little over a half hour. You hear your name mentioned several times. You hear your supervisor apologizing a lot. The conversation ends with your supervisor saying that he will take care of it right away.

Immediately the supervisor storms into your office. He begins by reading a list of eight major items that must be completed before the end of the day. There is a real firmness in his voice and you know the items will be done today.

You have previously made plans to run out today during your lunch hour and buy your four-year-old son a birthday present. His birthday is tomorrow. You know exactly what you are going to buy and where you are going to purchase it. It really shouldn't take long to buy the present.

You start to tell the supervisor that you have made plans for the lunch hour but you will get right to the items he needs finished right after lunch. The only words however that you get out are, "I've made plans for my lunch hour . . ." Your supervisor interrupts you and says, "If you plan to work here very long you had better plan to get these things done, and I mean NOW!"

YOUR PROBLEM IS TO DO THE FOLLOWING:

1. List three things you could do right now to make the situation better.
2. Write down two or three sentences that you could say to clear up the situation and make things better.
3. Think about: Since you can't change your supervisor, what can you do to change the situation to make it a favorable one.
4. Work on the assignment individually for about five minutes.

AS A GROUP:

1. Arrive at a favorable solution.
2. Choose someone to role play the supervisor.
3. Choose someone to role play the clerical assistant.
4. Practice the role play.
5. Present your role play to the entire group.

HUMAN RELATIONS: INCIDENT STUDY #3

"WHAT A LONELY PLACE TO WORK"

SITUATION:

You work in a very large office. It is a mail distribution room. Your supervisor does not allow very much talking in the office. Your work is interesting--sometimes, and at least you get paid regularly.

You have only worked here a month but coming to work each day has already become a real drag. You know very few people in the whole office. As you look around, you feel that other people would like to be friendly but just don't dare because of the supervisor who sits in the room.

You realize that you just can't quit or ask for a transfer. You haven't been working in this job long enough. You have got to make the best of it.

There are two people near your desk. They seem like nice, friendly people just to look at them. You would like to get acquainted with them but your supervisor is sitting rather close to you over by the coat rack. You remember that she doesn't approve of idle "chit-chat."

YOUR PROBLEM IS TO DO THE FOLLOWING:

1. List the steps that you would take to get acquainted with the people around you.
2. Write down a few things that you could say to your supervisor to let her know how you feel.
3. Be prepared to discuss what you would do if you were in this situation. Remember, you are going to remain on the job.

THIS SITUATION WILL BE DISCUSSED IN A GENERAL CLASSROOM DISCUSSION.

BE READY TO SAY HOW YOU FEEL AND WHAT YOU WOULD DO.

HUMAN RELATIONS: INCIDENT STUDY # 4

"BANK ON THE BANK"

SERVICES THAT THE BANK OFFERS YOU:

It is important that you start to save some of your money on a regular basis. Even though you might feel that you don't have any to spare, try to save out just a dollar or two. Learning to save just a little will help you a lot later.

Figure out a budget and then each pay day deposit $1, $2, or $10 in a savings account.

You might even want to start a checking account. Some banks don't charge you for writing out checks if you only write out a few each week. It is very easy to pay your bills by check. Also, if you use a checking account you don't have to carry around a lot of money after pay day. You can save out a small sum of money and then deposit the rest. Then, when you need more money you can write out a check.

You can also purchase traveler's checks if you do a lot of traveling. The traveler's checks can only be cashed by you. They can be cashed by you almost anywhere in the United States and in several countries outside of the U. S. The good thing about traveler's checks is that if you lose them, you can notify the bank and they will send you your money or send you some new checks. You have to know which checks were lost and be able to tell the bank, but it really is a good way to take money along with you on a trip.

What other good services can the bank provide for you?

YOUR PROBLEM IS TO DO THE FOLLOWING:

1. List all of the good services that banks provide. There are more than were listed above.
2. Be prepared to discuss the problem in a general class discussion to be held shortly.

HUMAN RELATIONS: INCIDENT STUDY #5

"BREAKING IN A NEW BOSS"

SITUATION:

Just before lunch it was announced that your top boss would be retiring at the end of the month. The person replacing him is Mr. George Blackhawk. He is from outside your agency. He has a fine reputation for being an efficient, hard-working person.

At lunch several supervisors, secretaries, and clerical assistants discuss the many problems that will arise with a new boss coming in to take over.

Rather than being one of the group who wants to discuss the negative things such as, "what it will be like working for an Indian," you feel that it would be helpful to get together with some of your friends in the office and discuss some positive things. For example, you know that Mr. Blackhawk will need to have a smooth running clerical staff. And, while you are not in charge of the clerical staff you are a part of it and think that the staff members could come up with some things to make the office run more smoothly while Mr. Blackhawk is learning his new job.

You therefore telephone a few of your friends and invite them to have coffee break at your desk.

At this meeting, what would you discuss?

YOUR PROBLEM IS TO DO THE FOLLOWING:

1. Work as a group on this problem.

2. List five to 10 items that you would discuss if you were in this situation.

3. Be ready to present your ideas to the group.
   a. Assign a person to speak for your group during the general discussion
   b. Practice what is to be said by your leader to make sure that your ideas are expressed.

HUMAN RELATIONS: INCIDENT STUDY #6

"GETTING ALONG WITH DIFFERENT BOSSES"

SITUATION:

Every boss or supervisor that you work with will be different. They will react to problems in a different way. They all have different basic needs that need to be met. They all have different "temperaments". they like things done in a different way.

One thing that they all have in common is that they WANT TO SUCCEED! This is where you and your boss or supervisor have something in common. You want to succeed too!

Let's review some bosses or supervisors and then try to think of some things we could do to work well with all of them.

First, some bosses travel a lot and therefore are not in the office many times. Some bosses are very organized and efficient and they are usually working on very important reports. A few of our bosses and supervisors are female. This is a new trend in the Government--to promote women to executive positions. Some bosses work a great deal with the public. Others turn out mountains of work each day. There are some bosses who like to kid and joke a lot; others are very stern. Some like to work alone and on the other hand some like and need you to help them get organized. And then something very important to remember is that; all of these bosses or supervisors report directly to some other boss that they have to get along with.

YOUR PROBLEM IS TO DO THE FOLLOWING:

1. Think about how you could get along with all of these different types of bosses or supervisors.

2. List all of your ideas. The good ones and the bad ones. This is called brainstorming and every idea counts.

3. Come up with five ideas that you think are the best.

4. THEN BRAINSTORM WITH YOUR GROUP. (Do the rest as a group)

5. Be prepared to report your group's best ideas to the total group in a class discussion.

6. Prepare a skit or role playing situation showing some ideas your group came up with. Show the rest of the class "how to get along with different types of bosses or supervisors."
    a. Choose a boss
    b. Choose a secretary

7. Make sure that you show how the clerical assistant works to demonstrate good human relations.

HUMAN RELATIONS: INCIDENT STUDY #1 --VTR

"YOU'VE GOT TO BE KIDDING"

SITUATION: (Write down what happened.)

WHAT DO YOU DO:

1. Briefly describe what happened.

2. As a group, decide what you would have done in the same situation.

3. As a group be prepared to demonstrate throught role playing, how the situation should have been handled.
   a. Choose actors
   b. Choose someone to tell the group how the situation should have been handled.
   c. Choose someone to answer the questions that other class members might ask regarding how you handled the situation.

4. Present your situation and defend your method of handling the situation.

HUMAN RELATIONS: INCIDENT STUDY #2 -- VTR

"OH NO, NOT AGAIN!"

SITUATION: (Write down what happened.)

WHAT DO YOU DO:

1. Briefly describe what happened.

2. As a group, decide what you would have done in the same situation.

3. As a group, be prepared to demonstrate through role playing how the situation should have been handled.

    a. Choose actors.
    b. Choose someone to tell the whole class how the situation should have been handled.
    c. Choose someone to answer the questions that other class members might ask regarding how your group handled the situation.

4. Present your situation and defend your method of handling the situation.

HUMAN RELATIONS: INCIDENT STUDY #3 -- VTR

"WHY IS THE PROJECT ALWAYS 'RUSH' WHEN IT GETS TO ME?"

SITUATION: (Write down what happened.)

WHAT DO YOU DO:

1. Briefly describe what happened.
2. As a group, decide what you would have done in the same situation.
3. As a group, be prepared to demonstrate through role playing how the situation should have been handled.
    a. Choose actors.
    b. Choose someone to tell the whole class how the situation should have been handled.
    c. Choose someone to answer the questions that other class members might ask regarding how your group handled the situation.
4. Present your situation and defend your method of handling the situation.

GROOMING

GROOMING

Circle When
Completed

G-1 Read page 64 and do Exercise #1 on that page.

G-2 Study pages 65, 66, 67, and 68.

G-3 Do Exercise #2 on page 69.

G-4 Study page 70 and do Exercise #3 on that page.

G-5 Read page 71.

G-6 Do Exercise #4 on page 72.

G-7 Study Fabric Book. Obtain this book from the receptionist. Do Exercise #5 on page 73.

G-8 Objectively review the Grooming Checklist on page 74. It isn't necessary to write answers, just remember to do all of the items mentioned for your sex.

G-9 Read your Grooming Summary on page 75.

G-10 Bring current articles about grooming to class.

GROOMING

THE NEW YOU--A BETTER IMAGE

HOW YOU LOOK IS IMPORTANT

People coming into your office immediately form an opinion of you by the way that you are dressed. It is wrong for people to jump to conclusions, but many do it anyway. Sometimes the people who come into your office are the people who decide whether or not you will be promoted.

The way you dress is important to you, your supervisor, your office, your division, your bureau, your agency, and your Government.

GROOMING'S TEN COMMANDMENTS

1. Know your own good points. . .and play them up.
2. Know your own bad points. . .and play them down.

Grooming Exercise #1

Make a personal list of your assets and liabilities. Be objective. The things people compliment you about are probably your assets. These assets could be a smooth complexion, attractive hands and nails, your eyes, etc. Your liabilities are seldom mentioned to you. Chances are, they are anything you haven't listed as an asset. You don't have to show this list to your classroom supervisor (instructor) unless you want to.

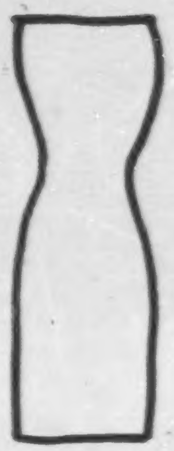
Full View Mirror If you don't own a full view mirror, purchase one. It's worth the investment. It's the best way to honestly recognize your assets and liabilities. Be objective and remember that beauty is in the eye of the beholder.

3. Know the type of clothes that do the most for you.
4. Know the colors that do the most for you.

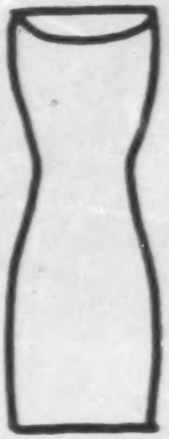
Tips on Style and Color Dark colors make you look smaller. Light colors make you look larger. You can look slimmer by wearing clothing with a single vertical or diagonal line. If you are overweight, avoid horizontal lines, large prints, heavy fabrics, and several colors at one time. Find your most flattering colors and try wearing them near your face. Choose a style that looks good on you. Choose colors that you think will make you look your best.

The next two pages have dress lines of various types. Study these lines and decide which lines are most appropriate for you. Gentlemen should study the lines and apply the same ideas to their suits.

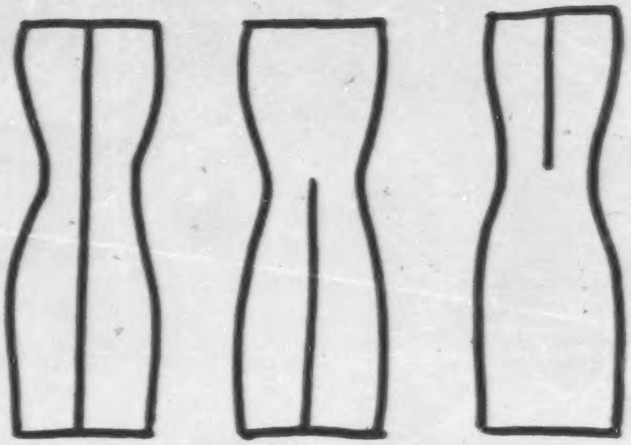
DRESS LINES



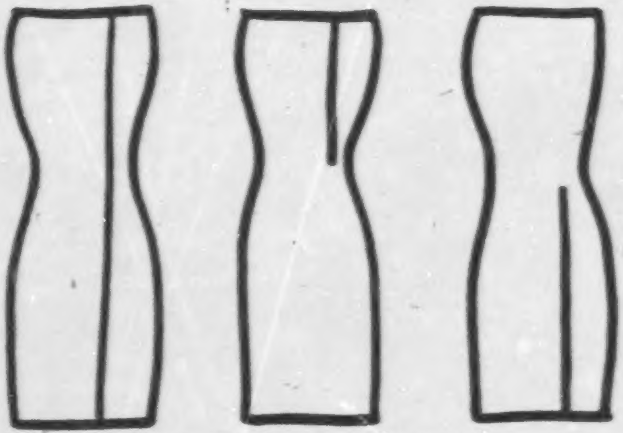
LINELESS



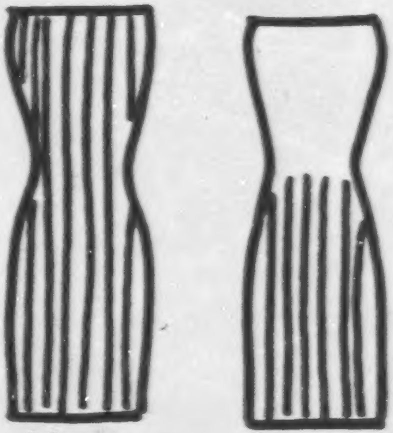
LINELESS ALTERED



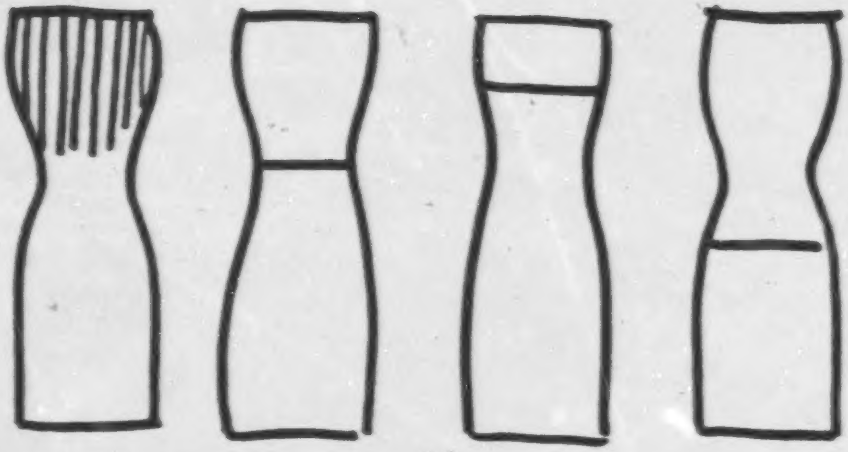
SINGLE CENTER VERTICAL



ASYMETRICAL VERTICAL

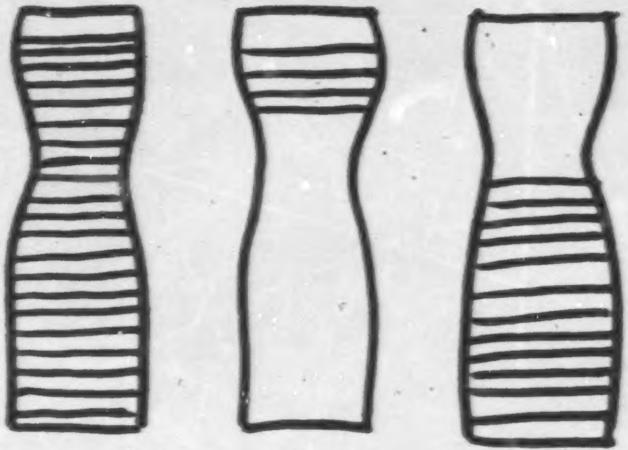


MULTIPLE VERTICAL

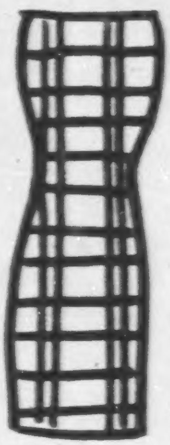


HORIZONTAL

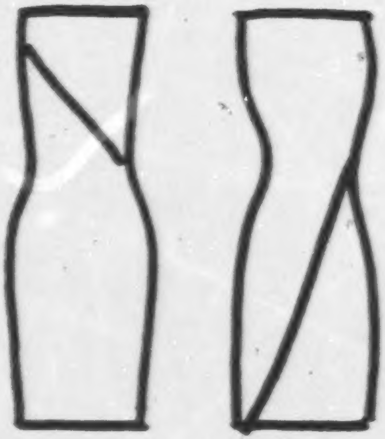
DRESS LINES (CONT'D.)



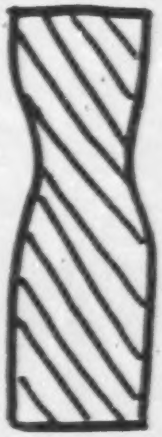
MULTIPLE HORIZONTAL



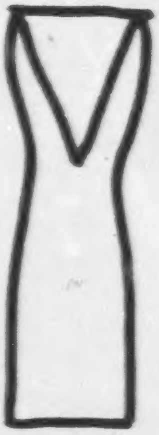
COMBINED



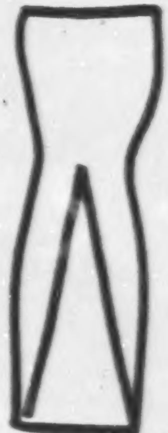
DIAGONAL



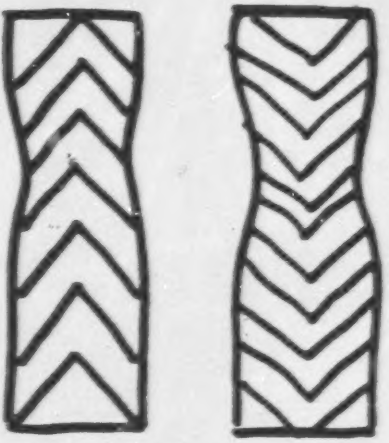
MULTIPLE DIAGONAL



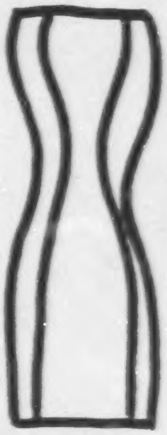
VEE



INVERTED VEE



MULTIPLE VEES



PRINCESS

How to Identify a Fashion Finish No consumer can remember the names of all of the finishes on the market today. New ones appear almost daily and the names do not always tell what the finish will do. So, the first step for every consumer is to read the label. As you read, ask these questions:

1. What is the finish?
2. What will it do?
3. Are the claims for the finish reasonable and believable?
4. Is the finish appropriate for the use of the fabric or garment?
5. What care will be required?
6. Are the directions and claims stated in clear and simple easy-to-understand language?

Read the label carefully--do not expect greater performance than what is stated on the label--and follow directions for the care of the fabric or finish.

Learn the terminology used on the labels.

Durable and Non-Durable Finishes Why does a fabric lose its body? Why does it feel limp? Why does it change its color? Any of these may happen because not all finishes are durable. Fabric finishes that last are durable, but not permanent. Finishes are classified as durable, semi-durable, or non-durable.

*Durable finishes will withstand a normal amount of wear and care without being reapplied.

*Semi-durable finishes will withstand several wearings and cleaning before needing to be renewed.

*Non-durable or renewable finishes are those which rub off easily or are removed by washing or drycleaning. The finish may be reapplied or renewed as part of the cleaning process, but this is an added expense.

Permanent Press There are many instructions given for care of washing permanent press, but the main thing to remember is to avoid putting wrinkles into the fabric whenever possible. The best results are obtained by using an automatic washer and dryer (not on the hot cycle) and hanging each article on a hanger as soon as it is dry. Hang pants by the cuffs. Permanent Press can also be hand laundered and drip dried.

Grease is hard to remove from permanent press fabrics. Pretreat grease spots with non-flammable dry cleaning solvent before washing. Use fairly hot water and a good soap or detergent. Oil and water-repellent finishes are often added to permanent press for protection against grease and oil stains.

No ironing will be necessary if the permanent press finish meets the standards set up in companies holding the patents. Check on your laundering method if your permanent press clothing needs ironing. You may be at fault. Permanent Press can also be drycleaned without need of ironing.

Washable Finishes What does washable mean?

WASHABLE. Wash any way; bleaching agents may be used. Dry as desired. May be dried in the sun.

HAND WASHABLE. Wash separately by hand. Use lukewarm water and mild soap or detergent. Don't use any bleaching agents. Dry away from heat or sun. Do not wring.

MACHINE WASHABLE. Wash under commercial or home laundering conditions (Do not boil or use bleaching agents). Dry away from direct sunlight. Follow instructions issued by washing machine manufacturer if tumble dryer is used.

Spot and Stain Resistance Removal of stains from fabrics is a problem in the care and upkeep of textiles. Finishes are now applied to control and reduce the affinity of a fabric for spots and stains. The presence of the finish prevents stains from penetrating into the fiber.

A water-resistant finish (Unisec, Sylmer) resists soiling from water-borne stains, such as carbonated beverages, tea, and black coffee.

Oil-resistant finishes (Zepel, Scotchguard) resist oil-borne stains from such foods as butter, fats, candy, and salad oil.

Spot and stain-resistant finishes develop stubborn stains, especially if they are not cleaned quickly or if they are pressed before cleaning.

To remove stubborn stains, pretreat by soaking in a small amount of liquid household cleaner before laundering.

Consumer Responsibility Be an informed consumer--accept your responsibility.

1. Understand what your fabric will and will not do.
2. Read all labels carefully. Look for care of fabric or garment instructions.
3. Study facts about new types of fabrics.
4. Keep all labels which list finishes used and which give care instructions. Write a brief description of the garment on the label. Make a file.

Grooming Exercise #2

STYLES THAT WOULD LOOK GOOD ON ME:
(Review Dress Lines)

STYLES THAT I SHOULD AVOID:
(Review Dress Lines)

COLORS THAT I SHOULD WEAR:
(Should my major color be dark or light?)

MY KIND OF FABRICS:
(Heavy or light) (Durable, Semi-durable, or Non-durable finish)
(Permanent Press) (Washable, Hand Washable or Machine Washable)
(Water-resistant, Oil-resistant, or Spot and stain-resistant)

5. Know the kind of clothes your way of life and place in the community demand.
6. Learn to wear clothes to make them belong to you.
7. Learn to keep your clothes well tended, always looking well-groomed.

Look The Part of An Office Assistant If you don't feel you've been looking your best, start today to look the part of an office assistant. Yesterday you might have been a student, a file clerk, or a messenger. Today you might also have the role of a mother, or a father. You might also have to work two jobs to earn enough money. For these roles other than office assistant, you have different types of clothing. In order for you to look the part of an office assistant, you need to dress the part.

How Do You Look The Part?

1. Wear clean, well-pressed clothing.
2. Wear clothes that look nice on you. Be careful of fads. Not everyone looks well-groomed in the current fashion fads.
3. Smile and look pleasant.
4. Stand tall and walk proudly. Be aware of your posture.
5. Sit with dignity.
6. Wear clothing that appeals to the majority. Avoid extremes. We recognize the fact that all people do not like all things. NOTE: Pants for ladies are now acceptable in most Government offices. The majority prefers pant suits and coordinated outfits which camouflage when necessary. The extremes which are not preferred, are hot pants, sizzlers, and blue jeans.

Exercise & Diet If you are overweight or underweight, see your doctor about proper eating habits and exercise.

Desk Kit Build a desk kit for quick office grooming emergencies. A box of emergency items such as spot remover, kleenex, emery boards, lotion, sewing kit, etc. These items make nice gifts for office colleagues.

Grooming Exercise #3

List below the items you would like to have in your office desk kit.

8. Plan a wardrobe. . .don't ad lib it. Study what's in your closet. . what to add.
9. Know how much you can spend, and budget yourself accordingly.
10. Learn how accessories give clothes nine lives. . .can make or break a costume.

Build a Professional Wardrobe

Look to see what you have that would look good in the office.

Decide what you need to make or buy to build your office wardrobe.

Remodel, add accessories to older clothes that would be appropriate for office wear.

Develop Your Own Fashion Personality

Select the right kind of wardrobe for yourself.

Look through newspapers and magazines and become aware of what would look best for you.

Never repeat a bright color more than three times, preferably only twice.

Never repeat a line you do not wish to emphasize.

Learn to camouflage imperfections by using line and color to create the impression of a perfect figure or oval face.

Buy Wisely

Buy the best clothes that you can afford. Don't be afraid to sacrifice variety for quality.

Make sure that your clothes fit well.

Look to make sure that the clothes have lines that help you look your best.

Look for materials that hold a press well.

Buy clothes that are easy to keep up.

Buy only the clothes that you need. Your wants and your needs may vary.

Raglan sleeves tend to narrow shoulders.

Knit fabrics emphasize any extra ounce of flesh so should be worn only by perfect or average figures.

Grooming Exercise #4

Rearrangement And Inventory Of Your Clothes Rearrange your closets. This should be done twice a year, usually when we change from summer to winter clothing or vice-versa. Place all of the same items, such as pants together. Place all print pants together and all solid colored pants together. Do this with each type of item in your wardrobe. You will probably have more prints than solids or vice-versa, based on your individual taste. Your purchases should balance your wardrobe. You should be able to do more mixing and matching.

Separate clothing that fits well, needs no repairs, and is ready to wear, from other clothing. Your ready-to-wear clothing should be kept in a separate closet. When other clothing is repaired or altered, add it to the ready-to-wear additions. You should finish this job before you purchase additional clothing.

Shop for clothing needs just as you shop for food needs. You buy to supplement the items you have.

Grooming Exercise #4 Directions

Write a list at home of the clothing you have that would help you look the part of an office assistant in the office. List the number of prints and solids you have in each category. Make your list similar to the sample below. Add any items you prefer.

CLOTHING I HAVE NOW THAT IS READY TO WEAR:

(Ladies)	Dresses	Skirts	Sweaters or Blouses	Slacks	Shoes
(Gentlemen)	Suits	Slacks	Sweaters Shirts	Ties	Shoes

CLOTHING I NEED TO REPAIR:

CLOTHING I NEED TO PURCHASE:

CLOTHING I WOULD LIKE TO BUY:

Grooming Fabrics--Exercise #5

Directions: After looking over the fabric sample book, decide which fabric or fabrics you will now look for when you go to buy clothing or purchase material.

Also tell what you have learned from studying the fabric sample books. Put this in the form of brief notes that you can keep for future reference.

FABRICS

FABRICS TO LOOK FOR WHEN I GO SHOPPING:

FACTS ABOUT FABRICS:
(Make some brief notes about the facts you have learned after studying the fabric sample book.)

GROOMING CHECKLIST

WOMEN:

1. Do you make a real effort to dress in the role of an office assistant?
2. Are your clothes clean, pressed, and free from perspiration odor?
3. Are your shoes in good repair and polished?
4. Do you look in a full-length mirror to check your appearance before leaving your home or apartment?
5. Do you always wear nylons and are they free of runs?
6. Do you take a daily bath or shower?
7. Do you remove underarm and leg hair every week?
8. Do you brush your teeth at least twice a day?
9. Are you careful not to ever have "bad breath"?
10. Are your fingernails clean and well groomed?
11. Do you wash your hair every week or ten days
12. Is your hair well groomed?
13. Do you put your makeup on correctly?
14. Do you stand attractively?
15. Do you sit correctly?

MEN:

1. Are your clothes well pressed?
2. Do you make a real effort to dress in the role of an office assistant?
3. Do you make sure that you do not have "bad breath"?
4. Do you wash your hair once every week?
5. Do you take a daily bath or shower?
6. Are your teeth clean and healthy?
7. Do you change your socks and underwear daily?
8. Are your clothes free from odors?
9. Are your clothes free from food stains?
10. Do you keep your shoes well polished?
11. Are your fingernails clean and well groomed?

GROOMING SUMMARY

1. TAKE A POSITIVE APPROACH! A positive attitude can reflect a positive appearance.
2. WEAR WHAT IS BEST FOR YOU.
3. WEAR WHAT IS BEST FOR THE OCCASION
4. BE A "BEAUTIFUL" PERSON

Be

Enthusiastic,

Attentive,

Useful,

Thoughtful,

Interested,

Friendly,

Understanding, and

Love your fellow workers.

5. FOLLOW GROOMING'S TEN COMMANDMENTS

Know your own good points. . . and play them up.

Know your own bad points. . . and play them down.

Know the type of clothes that do the most for you.

Know the colors that do the most for you.

Know the kind of clothes your way of life and place in the community demand.

Learn to wear clothes to make them belong to you.

Learn to keep your clothes well tended, always looking well-groomed.

Plan a wardrobe. . .don't ad lib it. Study what's in your closet.

Know how much you can spend, and budget yourself accordingly.

Learn how accessories give clothes nine lives. . . can make or break a costume.

MAILING

MAILING

Circle When Completed	
M-1	Film - "Prepare With Care"
M-2	Study book - "Prepare With Care."
M-3	You will see slides "Selecting the Right Envelope." Your instructor will tell you which channel to listen to. Take notes about any information that is not covered in your book. Your notes will be placed in your desk manual.
M-4	You will see slides "Preparing the Envelope Properly." Your instructor will tell you which channel to listen to. Take notes about any information that is not covered in your book. Your notes will be placed in your desk manual.
M-5	You are to handle the mail when your supervisor asks you to handle it. 1. At 1:15, obtain work from supervisor to return to each student. Stamp date on back of work before returning it. 2. Assemble completed work for each student in daily work folder. Stamp date appropriately on front of work before turning it over to your supervisor. Make your office rounds between 4:00 and 4:15 p.m.
M-6	Do Mailing Exercise on page 80.

MAILING EXERCISE

1. You should always use an envelope that is much larger that the material being mailed so that the person opening the envelope will not damage the contents. T F

2. It is permissible to use a square envelope when the material being mailed is a photograph or some other item that should not be folded. T F

3. Brown or dark green envelopes may be used if the address is typed on a label that is white, light blue, or light green. T F

4. Any color ribbon or ink may be used in addressing mail. T F

5. Always use standard type styles. Avoid artistic type styles, such as script. T F

6. The address read zone is an area 2½x8 inches located 1 inch from the left edge and ½ inch from the bottom edge of the envelope. T F

7. A uniform left margin - "block style" should be followed when typing the address. T F

8. If an apartment, room or suite, or other unit number is used, it should appear on a line below the address. T F

9. Hand-addressed mail should be used only when the use of typewriter is impracticable. T F

10. Government envelopes may be used for private use without penalty. T F

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1. False; 2. False; 3. True; 4. False; 5. True; 6. True; 7. True; 8. False;
9. True; 10. False

ORGANIZING

ORGANIZING

Circle When Completed	
0-1	Do Exercise #1 - page 84.
0-2	Read page 85. Do Exercise #2 - pages 86 and 87.
0-3	Organization Slides Take notes for your desk manual.
0-4	Do Exercise #3 - page 88.
0-5	Do Exercise #4 - page 89. The current "NOW" and "ASAP" lists should be in your daily work folder or on your desk calendar.
0-6	Do Exercise #5 - pages 90 and 91.
0-7	See instructor for tape recorder. Do Exercise #6 - page 92.
0-8	Do Exercise #7 - pages 93, 94, and 95. Read exercise. Small group activity. Inform instructor.
0-9	Do Exercise #8 - pages 96, 97, 98, 99, 100, and 101.
0-10	Do Exercise #9 - page 102.
0-11	Do Latent Image, Exercise #10. See receptionist for exercise.
0-12	Do Exercise #11 - page 103. Show it to your instructor.

ORGANIZATION: Exercise #1

YOUR SUPPLIES

Because it is important that you are well organized, you need to know where everything is at your desk. The following list shows items that are either at your desk now or items that you should get from the supply closet and place in your desk. Your job is to write in one or two words where each item is in or on your desk.

1. paperclips ______________________________
2. rubberbands ______________________________
3. pencils ______________________________
4. pens ______________________________
5. ruler ______________________________
6. scotch tape ______________________________
7. letterhead paper ______________________________
8. plain bond paper ______________________________
9. colored carbon packs ______________________________
10. envelopes ______________________________
11. telephone memo pads ______________________________
12. 5" x 8" note pad ______________________________
13. typewriter eraser ______________________________
14. correction sheet ______________________________
15. desk calendar ______________________________
16. cleaning cloth for desk ______________________________
17. typewriter cover ______________________________
18. typewriter instructional booklet ______________

YOUR DESK TOP

PRIMARY WORKING AREA: This is the area that you do most of your work. It should be an area on your desk free from any materials or equipment that would make it difficult for you to work A better term for this area would be--"The Clean Area."

SECONDARY WORKING AREA: This is where you should place most of the materials and equipment that you most frequently use. Items that would be included in this area would be: telephone, telephone pad, pencils, pens, 5" x 8" notepad, letterhead, plain bond paper, carbon packs, envelopes and etc.

This secondary working area also includes your top drawers.

Other parts of your desk should have materials and equipment that you do not use very often, but they are necessary to the efficiency of your desk. For example, your personal drawer might be the bottom drawer on the left hand side because you would not use your personal items frequently during the day. Also, your typewriter cover could be placed under the typewriter in the empty storage space during the day.

Place your materials and equipment so that you will have to use little energy to get to your supplies. Therefore, most of your energy can be devoted to getting your work done and getting ahead.

O-2

ORGANIZATION: Exercise #2

Page 86 - DESK ORGANIZATION

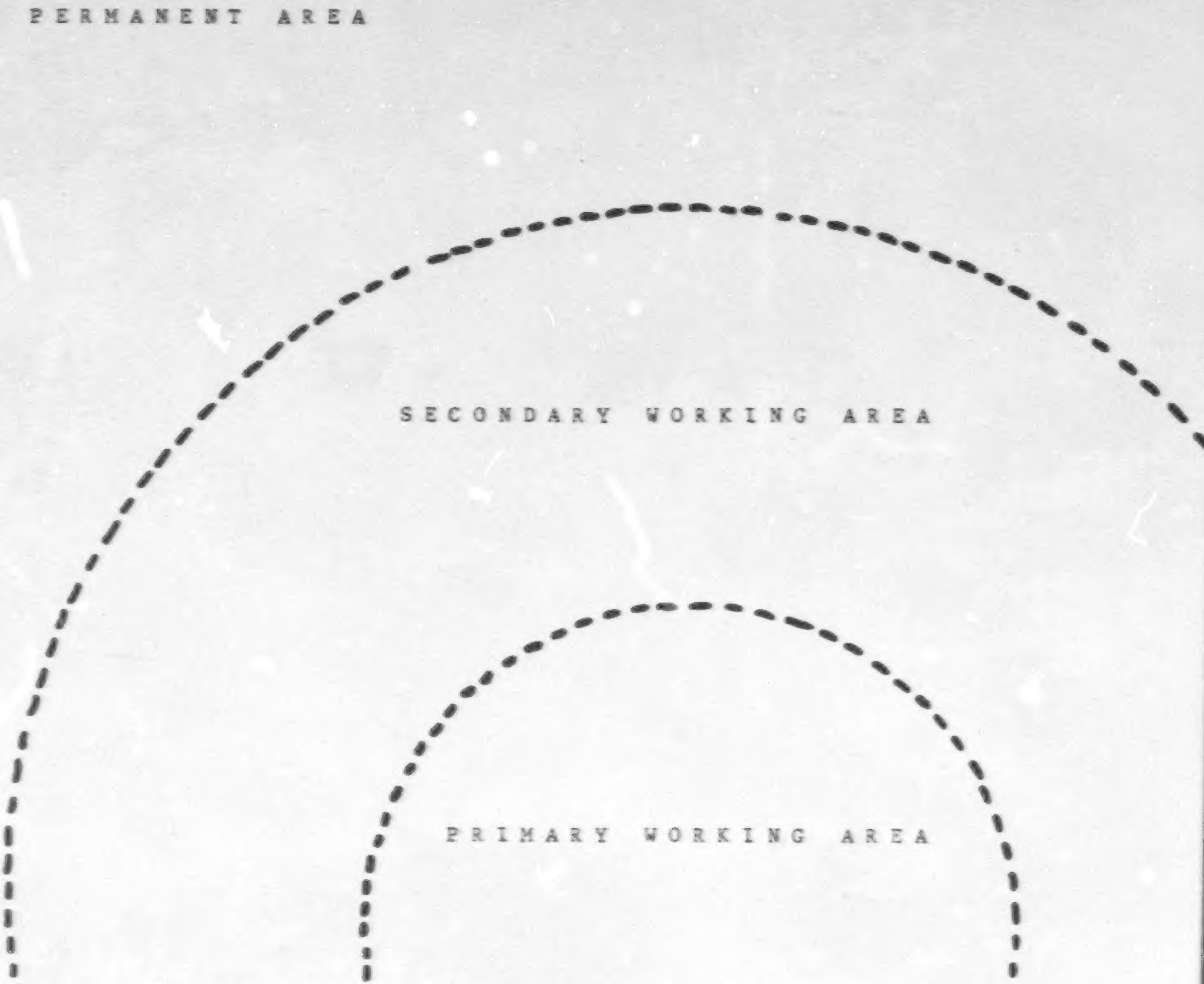
OFFICE ASSISTANT--

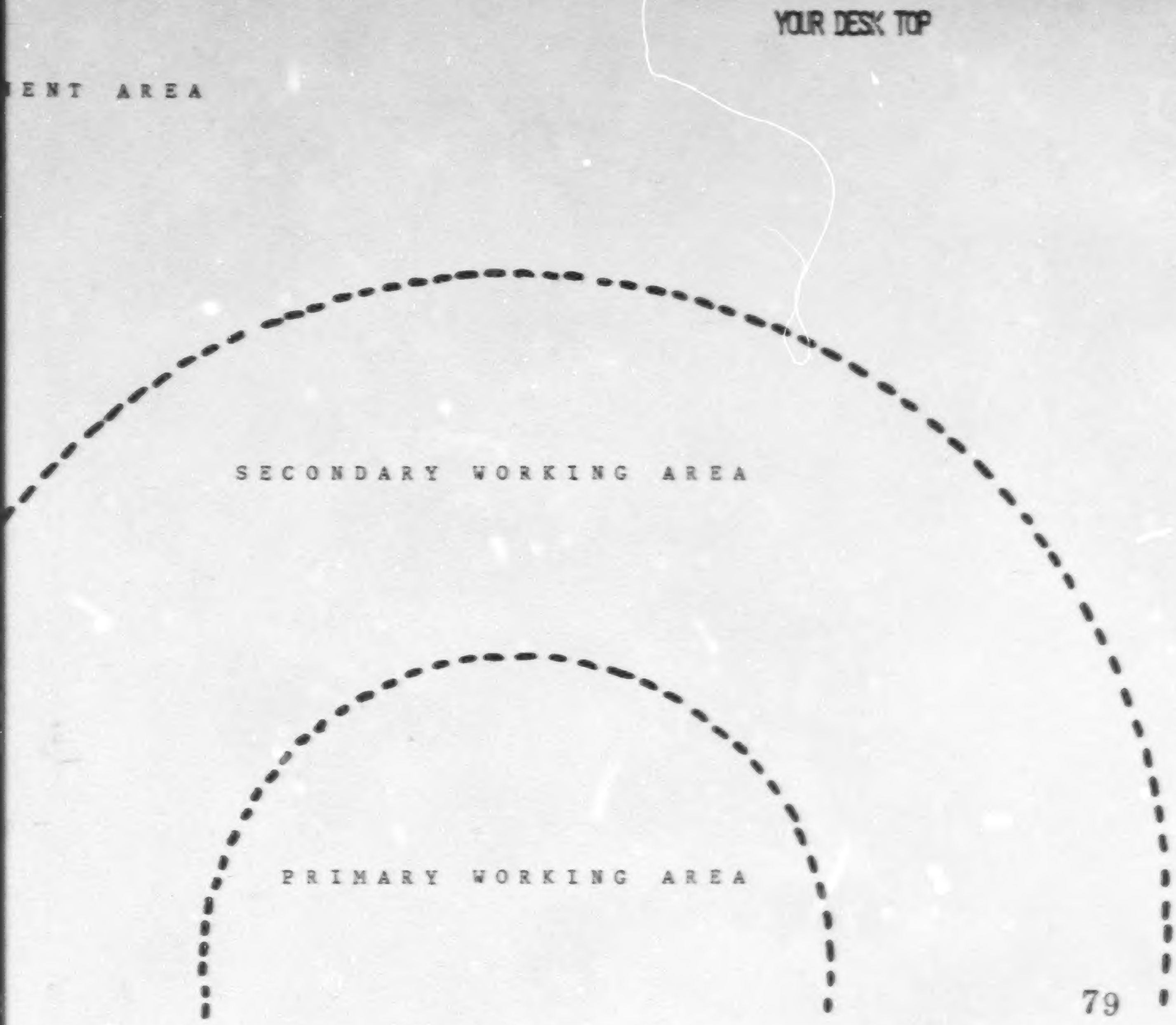
On the desk diagram opposite this page, please write where the following items are placed on top of your desk:

1. inbasket
2. telephone
3. telephone pad
4. 5" x 8" notepad
5. desk calendar
6. stapler
7. name plate
8. daily working folder
9. pencils
10. pens

Also indicate anything else that you think should be placed on top of your desk.

YOUR DESK TOP




YOUR DESK TOP
ENT AREA
SECONDARY WORKING AREA
PRIMARY WORKING AREA

O-4 ORGANIZATION: Exercise #3

Obtain a manila file folder from the receptionist's desk. You are to make a daily work folder.

The folder is to be used in filing all of your completed assignments. The assignments will be filed in the folder in chronological order with the most recently completed assignment(s) on top.

Be as creative as you wish in your design of the folder. Your name should be placed along the straight-cut tab section of the folder. The words "Daily Work Folder" should be clearly printed, with a majic marker, on the front of the folder.

0-5

ORGANIZATION: Exercise 4

Page 89 - THINGS TO DO TODAY LIST

These instructions will replace the ones given you in 0-5 in your student manual.

Do not keep two lists. Put all the "**things**" you have to do on one list--THINGS TO DO TODAY.

Cross out each item on your list as you complete it.

Make a new THINGS TO DO TODAY list at the beginning or end of each day. Include all items that were not completed, plus any new items which you have been assigned.

Put your THINGS TO DO TODAY list on top of all materials in your in-basket when you leave for the day.

0-6

ORGANIZATION: Exercise #5

Page 90 - TO BE DONE LIST

DIRECTIONS: Instead of listing items under DO "NOW" and DO "ASAP", list them under the following headings:

1st Priority	2nd Priority	3rd Priority

1st priority items are those which must be done immediately.

2nd priority items are those which should be done as soon as possible.

3rd priority items are those which may be done when extra time is available.

TO BE DONE LIST

1. Call about having my typewriter repaired.
2. Retype a letter to Mr. Gordon Johnson that should have gone out today.
3. File yesterday's material.
4. Get supplies from GSA Self-Service Store.
5. Xerox 35 copies of the Bureau staff meetings for FY '71. Very important.
6. Put the 20 page report together. Staple 50 copies in the left corner, file the rest in separate folders. Need by next week.
7. Buy a birthday card for Mary who sits two desks away. Her birthday is 5 days away.
8. Type 50 mailing labels. These are for the report that goes out next week.
9. Wipe off the desk.
10. Work on my desk manual.

DO "NOW"	DO "ASAP" (DO AS SOON AS POSSIBLE)

0-7

ORGANIZATION: Exercise # 6

Page 92 - IMPORTANT THINGS TO REMEMBER ABOUT ORGANIZATION

You will not use a tape recorder for this exercise. As a group you are to discuss the importance of organizing yourself, your work area and your work. Discuss the major points and any other ideas that you feel are important.

CASE STUDY
"HOW DO I GET AHEAD"

DIRECTIONS:

1. Read the Case Study--"How Do I Get Ahead." It is a conversation between two clerical assistants.

2. After reading the conversation, answer the following questions:

   a) What type of a person do you think Doris is?

   b) What do you think about Barbara?

   c) How can being organized help you move ahead?

   d) Discuss your ideas with your group.

   e) Present your ideas.

   f) Make notes of other people's ideas that you feel would help you move ahead.

CASE STUDY #2

"HOW DO I GET AHEAD"

Doris:	Thank goodness for the coffee break.
Barbara:	You said it.
Doris:	You know, Barbara, somedays the office is really a drag. You notice that?
Barbara:	I sure have. Also in my office. It's either a drag or else you're running your head off trying to catch up with whatever else they didn't get done a week before. Seems like everything around here should have been done yesterday.
Doris:	Yeah, my office too. Or else instead of yesterday, the week before. Man, you know, they seem to always be talking about the importance of time and getting things done but, I don't know. I wonder who worries about it?
Barbara:	I don't know. All I know is that I am supposed to spend 40 hours a week doing whatever they say to do and that's what I'm doing. Just what they tell me to do.
Doris:	You know, that's just the trouble, Barbara. I really don't want to just do what they say to do for the 40 hours a week. You know, if I'm gonna have to be out here working, I sort of want to see if I can't get ahead. I wonder what it is that helps make it so that you don't have to stay doing these kind of jobs we're doing all the time--just filing, running for coffee, filing, and running for coffee, doing odd-ends. I want to know what it is that makes you move ahead.
Barbara:	That's a good question, Doris. You and about 20,000 others would probably like to know the same answer.
Doris:	Yeah, well it seems like there's gotta be some kind of guide or some kind of a solution. Look, some people make it. How do they make it?
Barbara:	I don't know. Maybe they've got some pull.
Doris:	Yeah, well I'm sure pull helps but, there's gotta be something else. You know, Barbara, I was so interested in this I asked Sally, you know, the girl upstairs who's working in the top office, I asked her how she made it. She said she made good use of her time. Now what do you think about that?
Barbara:	Well, what I think about that, Doris, is that's great but just what did she mean and how do you do it?
Doris:	You know Barbara, that same thing crossed my mind. When Sally said that, I kind of asked her about that same kind of question and she kind of looked at me and said you know, like getting to work on time, getting ready for the office to open, being there to answer the phone early in the morning or something like that and then she went on to say something about having your work so that you knew what you had to do that day. I told her that I didn't really need to organize my work, they sort of told me what to do each day. And she kind of put me straight about the fact that there are things that I knew I had to do every day and I ought to write myself a note and tell myself what had to be done and not have so many people tell me what to do. Fact of the matter is, Barbara, you know what she said to me? She said that you get more money and you get more grade raises by being able to do what you should do without being told

(con't)

how to do it. Now, how about that?

Barbara: Hmmm, I don't know. Maybe that makes sense. I know that some of the people that I know who are up higher in grade certainly do their things on their own, they don't have to be told what to do. Fact of the matter is that's the kind of job I'd like to have, one where people aren't always telling me what to do. I'd like to use the brains I think I have. You know, Doris, I think you and I could come up with some ideas that would help each other to get ahead. Fact of the matter is, why don't we have coffee break tomorrow and tomorrow why don't we sit down and why don't we get together and bring some ideas as to what we could do to really get ourselves together. We could sort of give ourselves some guidelines. Let's see if we can't think what we should put on our desks and how we should organize things and what would help us get organized. You know, I think I'd like to be better prepared to do a better job so that I could move up. Let's come tomorrow with some ideas of just how we can get better organized so we can know what to do with our time, then use it more effectively.

Doris: Ah ha, Barbara, if I didn't know you any better I'd think you're going to be a school teacher.

Barbara: It sounds sort of dumb but might as well do that as anything else I'm doing upstairs. Nothing else is happening right now.

Doris: I don't know, Barbara, maybe it won't work. Well, at least it's worth a try. Okay? Can we meet tomorrow? Coffee break? About the same time?

Barbara: Okay by me. Man, the next time you see me I'll be so organized that look out. Who knows, I might end up to be chief of the whole division.

ORGANIZATION: Exercise #8

PREPARING AHEAD FOR JOBS

DIRECTIONS: On the next four pages, list all of the items you would need to have available when you would be working on the assignment.

Draw what items you would need and then say what it is. Put the item in either the primary or secondary area on the chart.

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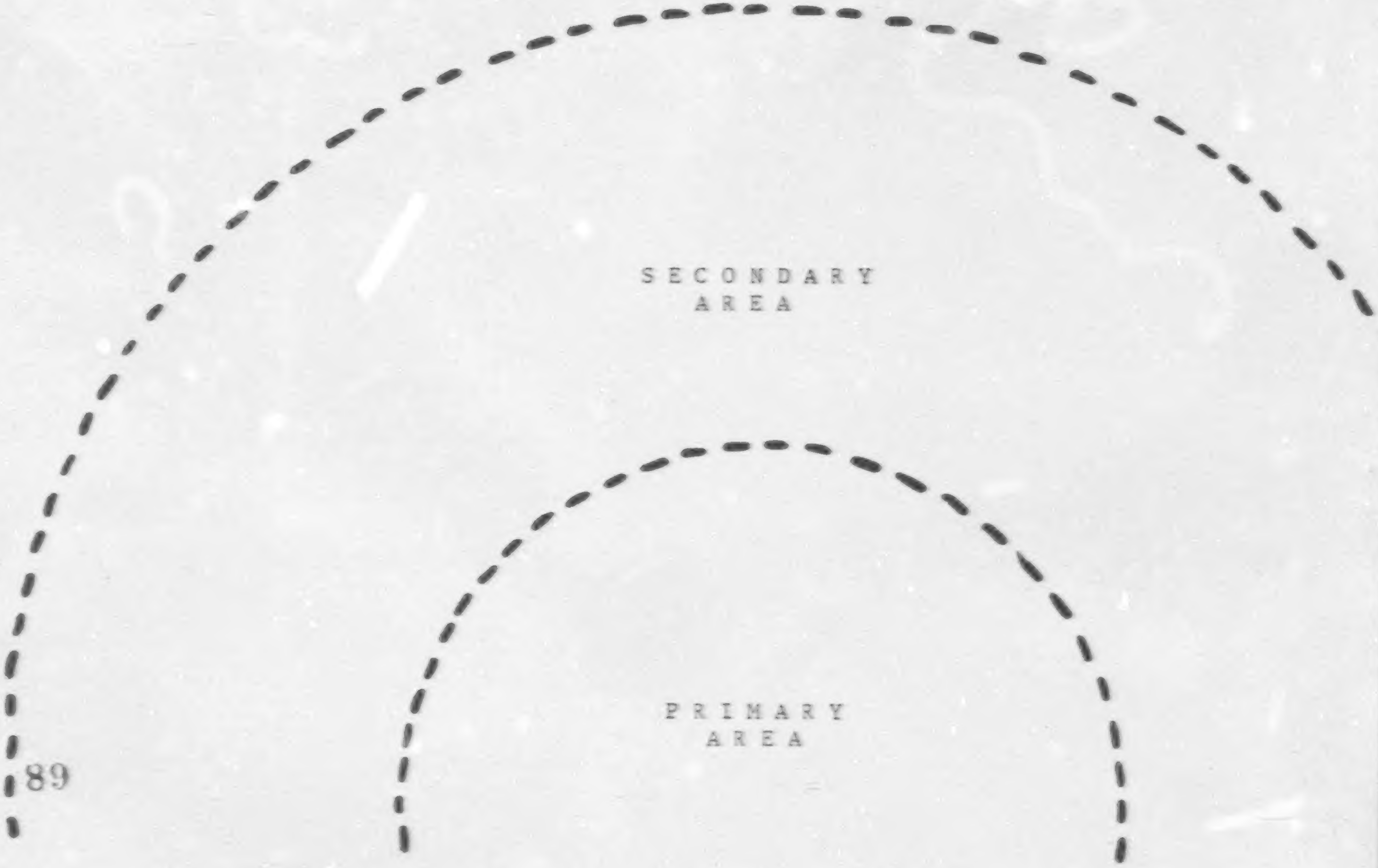

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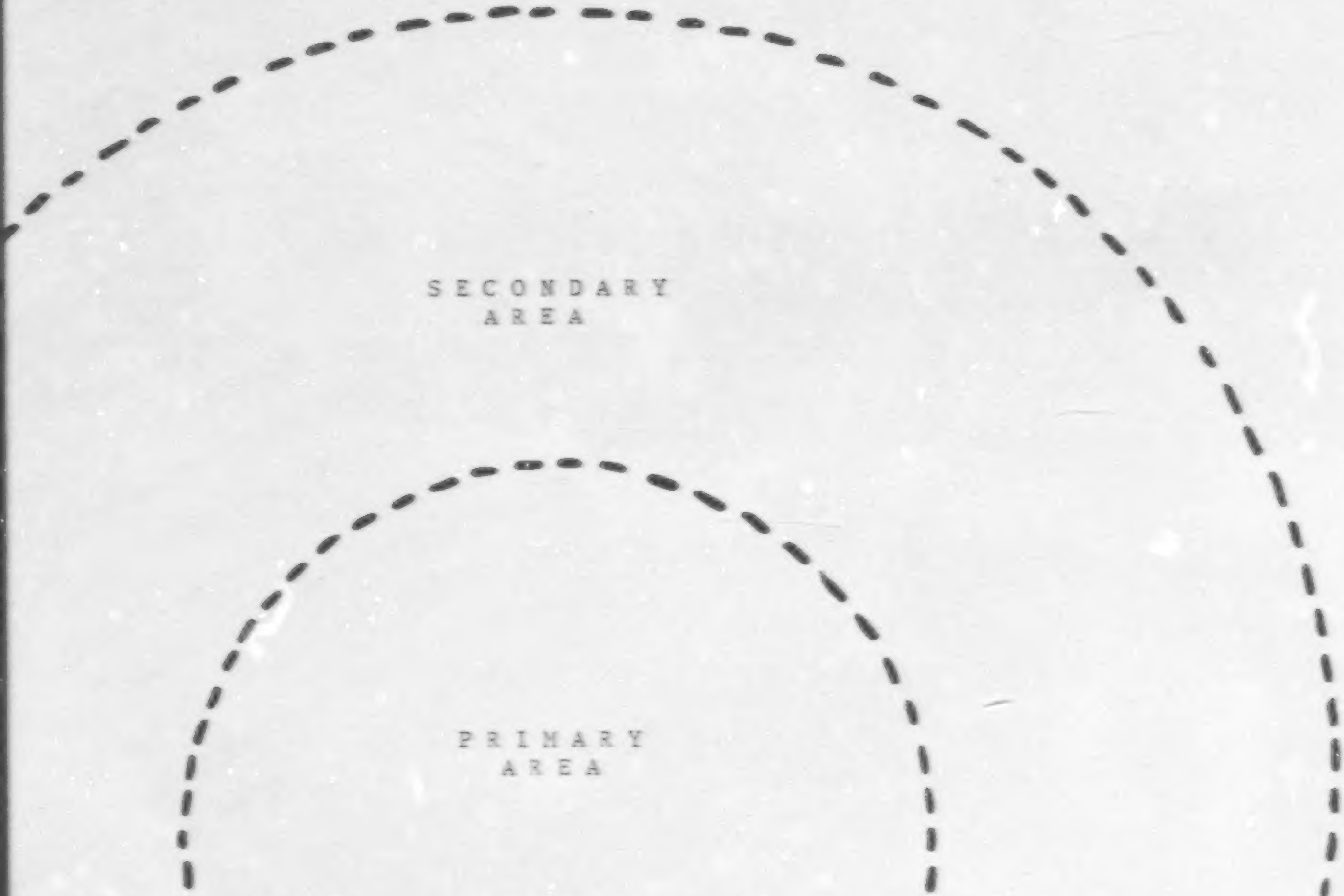

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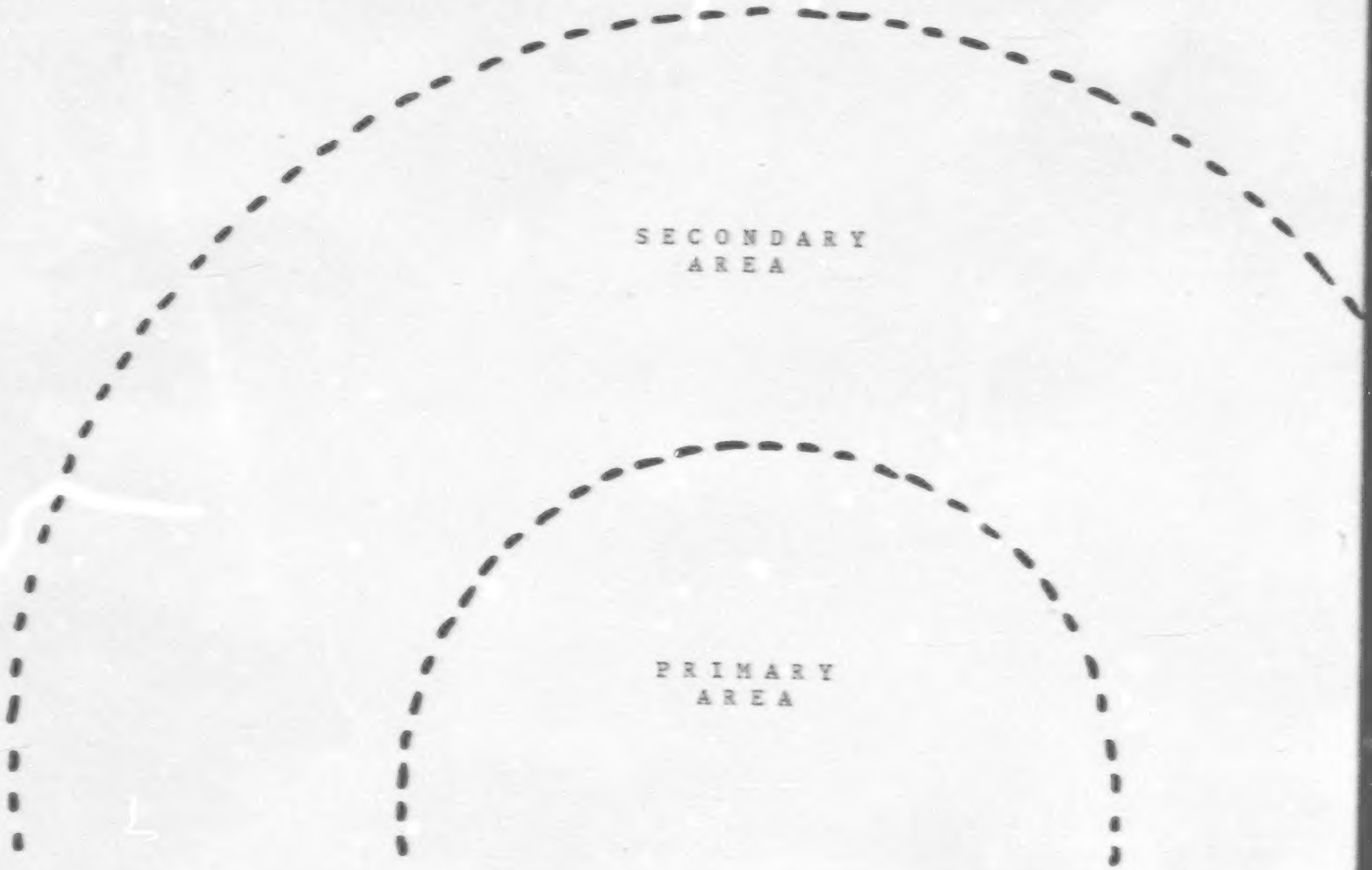

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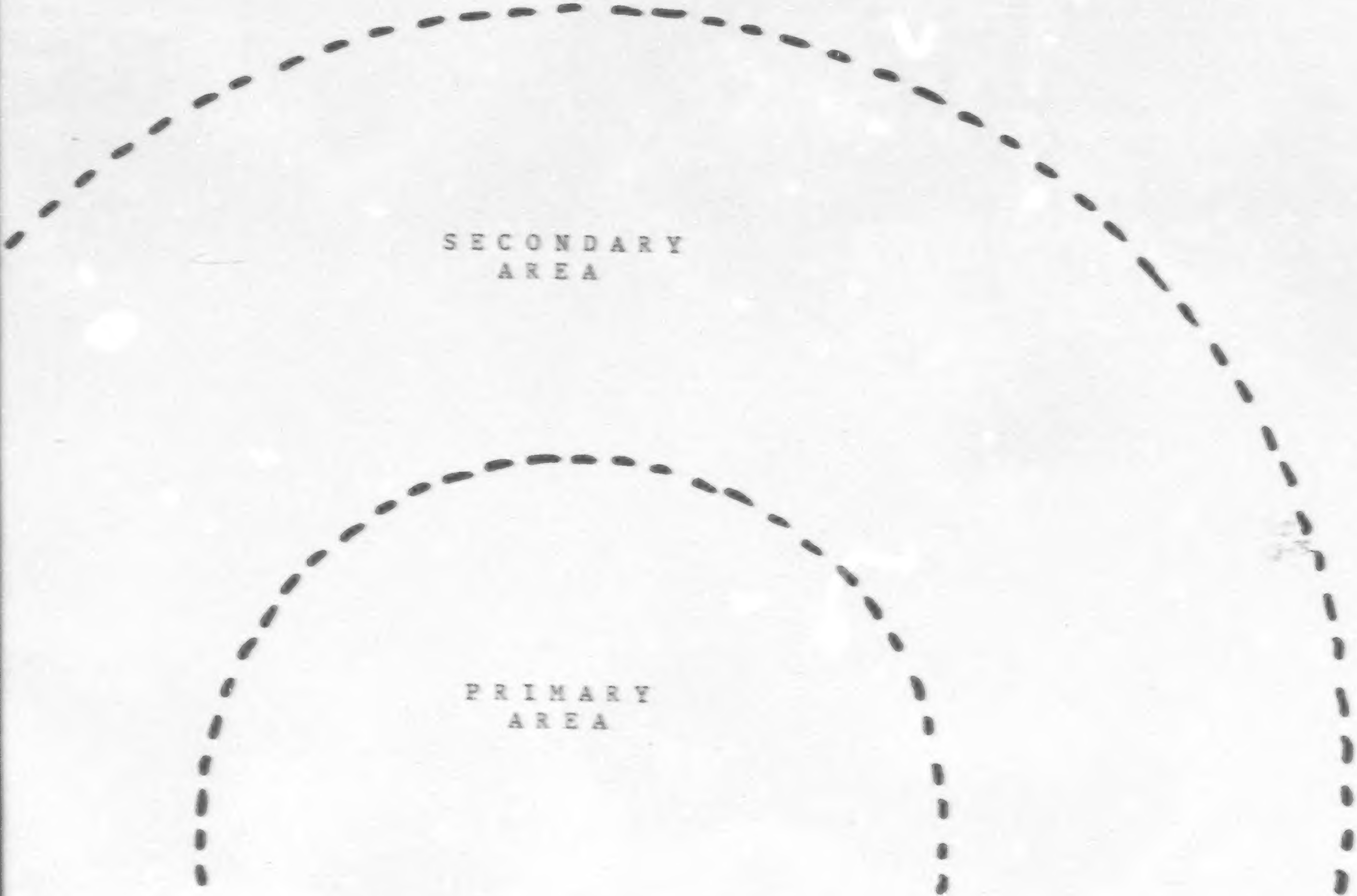

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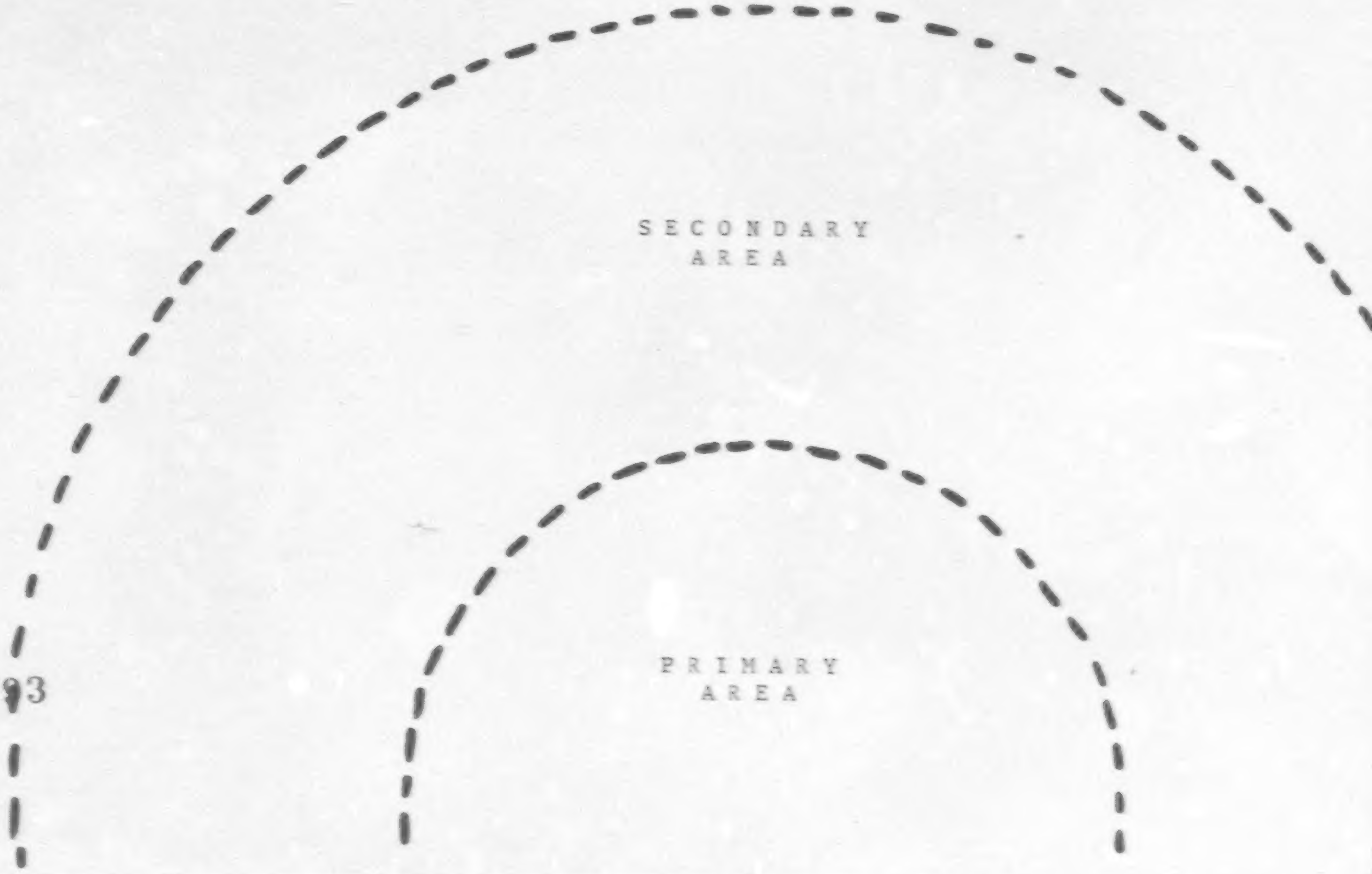

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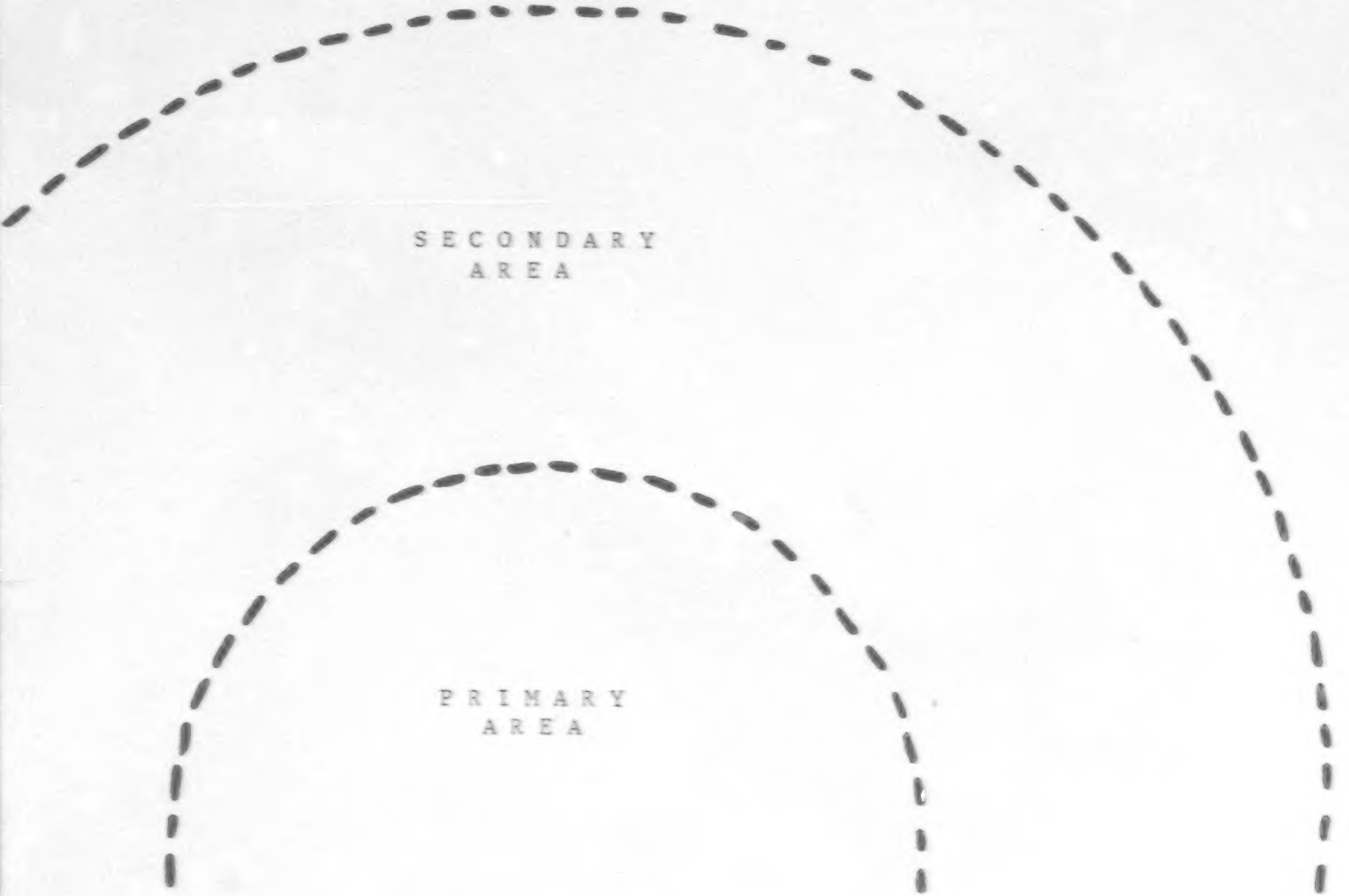
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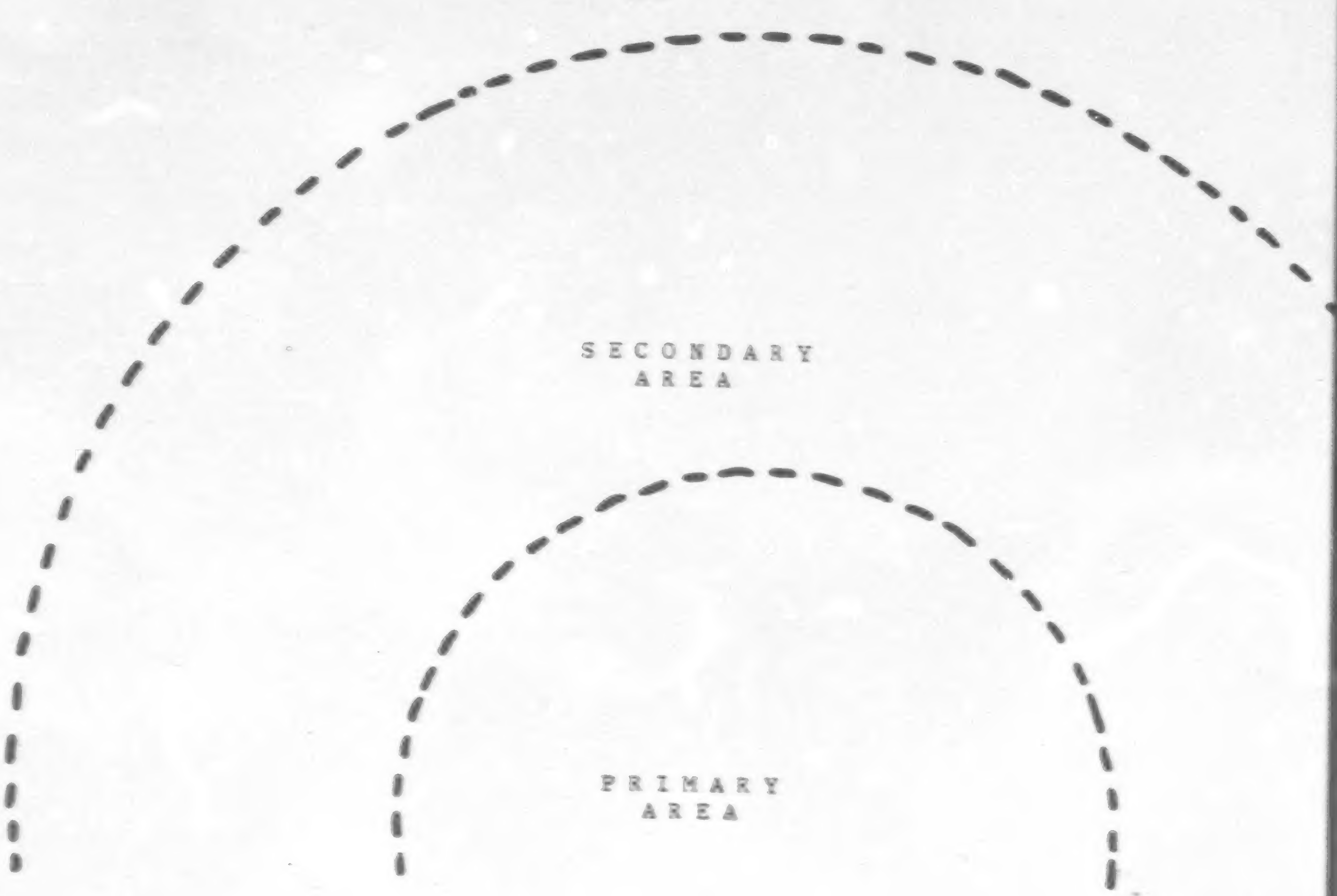

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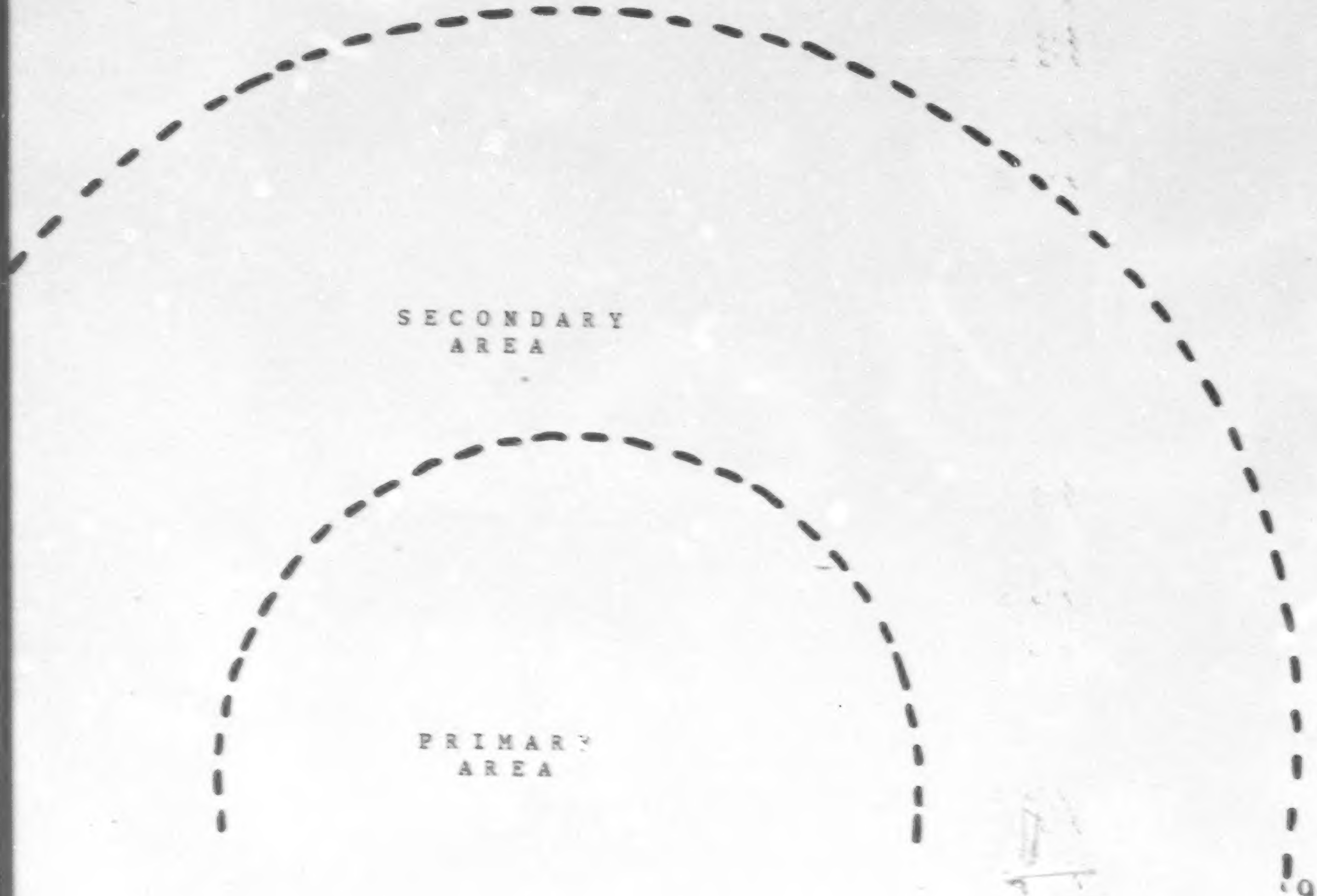

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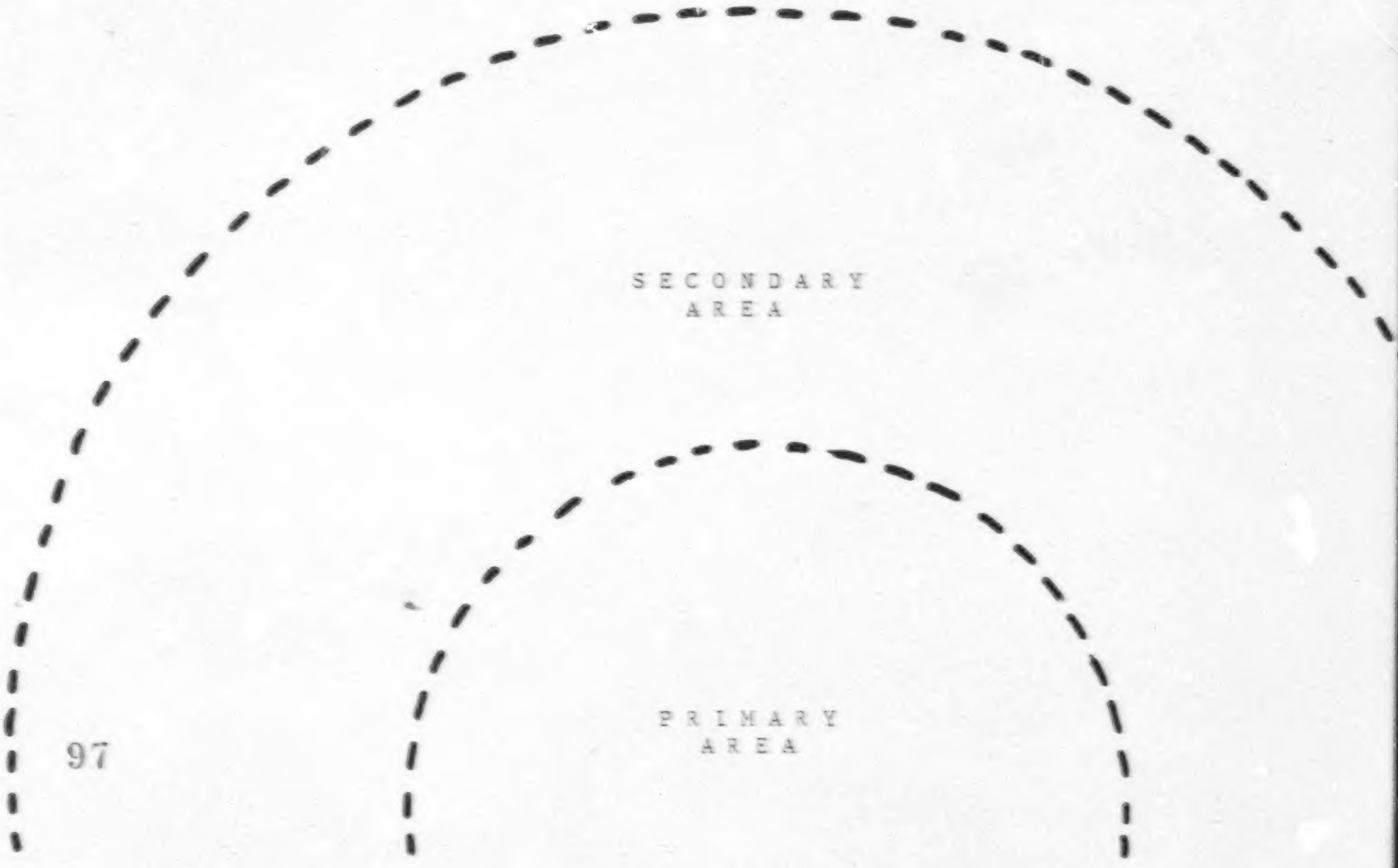

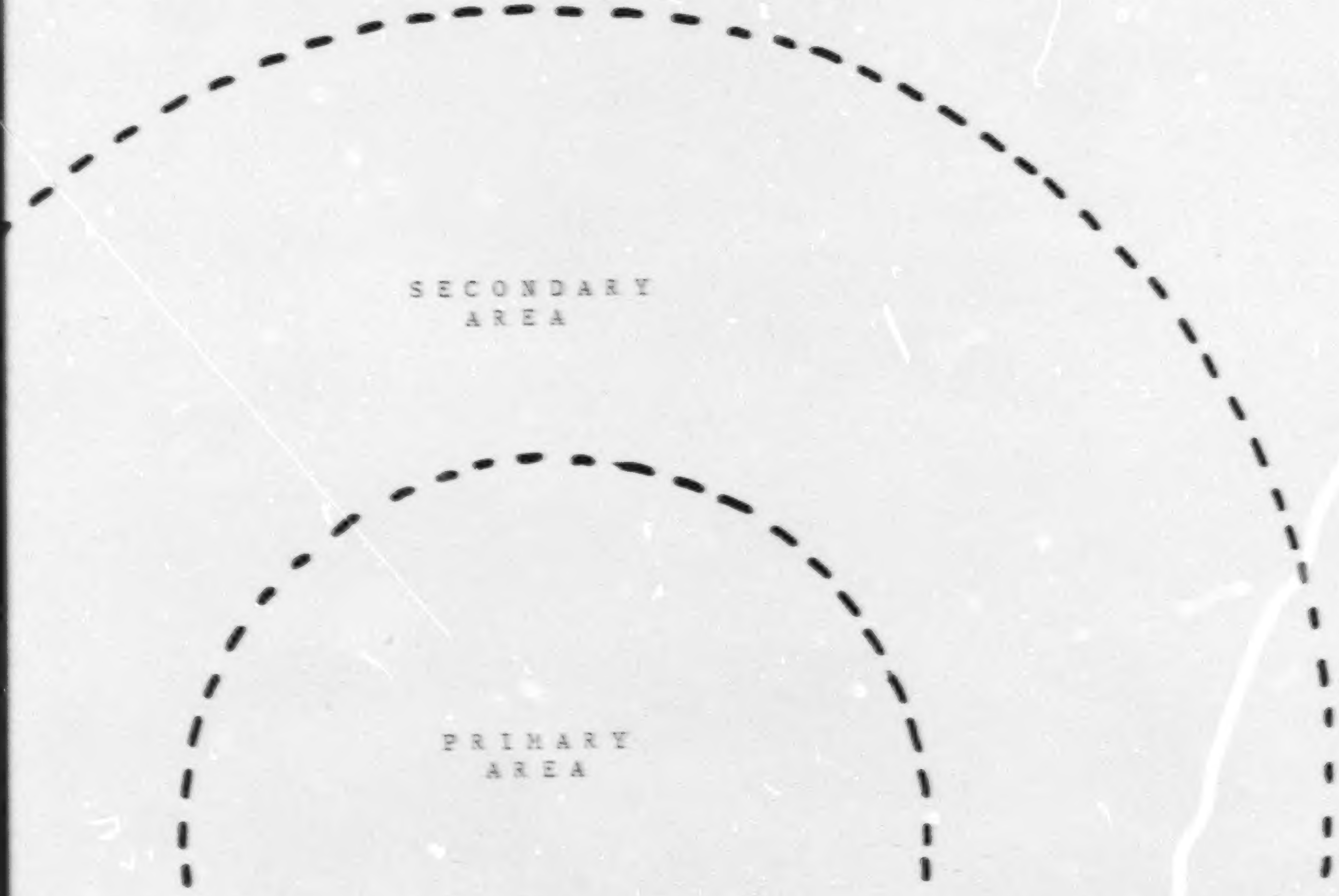
SECONDARY AREA
PRIMARY AREA

ORGANIZATION: Exercise #9

NOTE TO THE ASSISTANT

Your supervisor is going to have a staff meeting next Wednesday. The meeting will be held in the supervisor's office, Room 7S22, at 10:30 a.m. Your supervisor has asked you to set up the meeting, notify the people, and set up the room.

People to attend the meeting:

Martha Simpson
Carma Martin
Deanna Marshall
Wanda Jones
Beverly Johnson
Mary Healy
Donna Ragsdale

The meeting is about clerical assignments for the next six months.

Your job is to organize your thoughts, make a plan of action as to what you would do, type up the plan, and give the plan to your supervisor (Your Instructor).

BE AS CREATIVE AS YOU WOULD LIKE! Also, work as quickly as possible. You may use any reference books you think would help you.

ORGANIZATION: EXERCISE #11

BUILD A DESK MANUAL

Directions: At your office make a desk manual. A well developed desk manual should contain the following information, as well as instructions on any other areas that may apply specifically to your office:

1. Assignments--Jobs to be done
2. Correspondence Procedures (include samples of each)
   a. letters
   b. memos
   c. reports
   d. telegrams
3. Correspondence Rules
   a. grammar
   b. punctuation
   c. capitalization
4. Filing Procedures
5. Forms Used (include samples of each)
6. General Procedures
7. Mail Procedures
8. Office and Agency Abbreviations
9. Telephone Procedures

You will need a 3-ring binder, tabs and bond paper with 3 holes punched. When your desk manual is completed, you should be able to use it to train new employees in your office.

Bring your desk manual to class during the third week to show to your classroom supervisor.

TELEPHONING

3

TELEPHONING

CIRCLE WHEN COMPLETED	
T-1	Read Phonetic Alphabet information, page 109.
T-2	Do Phonetic Alphabet Exercise on pages 110 and 111. List some familiar, short words for your own phonetic alphabet. Don't use the same word twice.
T-3	Telephone Slides Take notes for your desk manual.
T-4	Obtain "Taking Telephone Messages" from the receptionist. If necessary, see supervisor for Latent Image instructions.
T-5	Obtain "Telephone In-Basket Exercise" from the receptionist. Ask supervisor about putting tape on channel for you.
T-6	Ask supervisor about putting "Telephone Message Tape" on channel for you. See receptionist for answer key. Check your answers and return answer key to receptionist.
T-7	Obtain "Handling the Caller Correctly" from the receptionist.
T-8	Study and practice pages 112, 113, 114, 115, 116, and 117.
T-9	Do "Are You Phonogenic?" telephone exercise on pages 118, 119, 120, and 121. Apply key on page 122.
T-10	Do "Clear, Distinct Enunciation" exercise on page 123. See supervisor.
T-11	Telephone phrases and sentence patterns on pages 124 and 125. See instructor for tape recorder. Instructor will put appropriate tape on multi-channel system and inform you of channel number.
T-12	Write what you would say to callers in each situation on page 126.
T-13	You will receive a telephone call. You must accurately take a message because your instructor is out of the office. Practice good telephone manners. Transfer the call or place the message on your supervisor's desk. You'll receive exact instructions.

TELEPHONING

T-14 You will place a call to a classmate from your office. See supervisor for further information.

T-15 You will receive another telephone call during class from a "difficult" caller. Handle it courteously and efficiently. YOU MUST TAKE A MESSAGE. Don't transfer the call to the supervisor.

T-16 You will be the Alternate Receptionist. This means you will sit at the receptionist's desk when the receptionist has to leave the desk. You will answer all telephone calls, transfer them appropriately (note seating chart and buzzer numbers), and handle all office visitors while you are at the desk. See supervisor for practice exercise, "Speaking with the Office Visitor."

T-17 You will be the Receptionist on the day after you function as alternate receptionist. Your full-time duties will be the same as your alternate receptionist functions. You will also distribute work or do other extra assignments for the supervisor.

T-18 Video-tape Telephone Tips
Take notes for your desk manual.

T-19 Filmclips on telephoning

T-20 Study FTS Directory
Do FTS Questionnaire. Exercise on pages 127 and 128.

T-21 Long distance call information from supervisor. (FTS and Autovon)

T-22 See your supervisor for a list of long distance calls.

T-23 Read page 129.

PHONETIC ALPHABET

The phonetic alphabet is used to clarify the pronunciation of letters. Many letters sound alike, and few of us have perfect diction. Use your phonetic alphabet when taking messages and verifying the correct spelling of a name. Always use familiar, short words. There should be no doubt in the listener's mind about the first letter of the word you use. For example, you could say, "B, as in boy" or "C, as in cat." The word "knew' would not be a good word since it can also be spelled as "new."

Here is a suggested phonetic alphabet that may be used in verifying the spelling of difficult names:

A as in ALICE

B as in BERTHA

C as in CHARLES

D as in DAVID

E as in EDWARD

F as in FRANK

G as in GEORGE

H as in HENRY

I as in IDA

J as in JAMES

K as in KENT

L as in LOUIS

M as in MARY

N as in NELLIE

O as in OLIVER

P as in PETER

Q as in QUEEN

R as in ROBERT

S as in SAMUEL

T as in THOMAS

U as in UTAH

V as in VICTOR

W as in WILLIAM

X as in X-RAY

Y as in YOUNG

Z as in ZEBRA

PHONETIC ALPHABET EXERCISE

DIRECTIONS: Write the following names using your own words for your phonetic alphabet.

EXAMPLE

B boy
R Robert
O old
N Nellie
S salt
O Oliver
N never

1) Witkowski

W ____________________
I ____________________
T ____________________
K ____________________
O ____________________
W ____________________
S ____________________
K ____________________
I ____________________

3) Smith

S ____________________
M ____________________
I ____________________
T ____________________
H ____________________

2) NIeves

N ____________________
I ____________________
E ____________________
V ____________________
E ____________________
S ____________________

3) Gardner

G ____________________
A ____________________
R ____________________
D ____________________
N ____________________
E ____________________
R ____________________

PHONETIC ALPHABET EXERCISE

5) Silvers

S ____________________

I ____________________

L ____________________

V ____________________

E ____________________

R ____________________

S ____________________

6) Berkowitz

B ____________________

E ____________________

R ____________________

K ____________________

O ____________________

W ____________________

I ____________________

T ____________________

Z ____________________

7) Jodefczyk

J ____________________

O ____________________

S ____________________

E ____________________

F ____________________

C ____________________

Z ____________________

Y ____________________

K ____________________

8) MacDonald

M ____________________

A ____________________

C ____________________

D ____________________

O ____________________

N ____________________

A ____________________

L ____________________

D ____________________

9) Pote

P ____________________

O ____________________

T ____________________

E ____________________

10) Klig

K ____________________

L ____________________

I ____________________

G ____________________

TELEPHONE STUDY GUIDE

BOSS IS IN:

You:	Good morning, Computer Analysis, Miss Jones speaking.	Steps: 1. Identify office 2. Identify self (Good morning or good afternoon is optional.)
Caller:	Good morning. I'd like to speak with Mr. Hart please.	Steps: 1. listen to the caller 2. pick up pencil and find plain pad.
You:	Yes. May I tell him who is calling?	Steps: 1. sound friendly 2. be cheerful (these two steps will make the caller feel that you are trying to help him rather than giving him the "run around."
Caller:	This is Bob Frazier from the Department of Labor.	Steps: 1. listen for the information 2. immediately write down his name and company or Government office
You:	Thank you, Mr. Frazier. I'll connect you with Mr. Hart.	Steps: 1. thank the caller for giving you the information. 2. repeat his name. 3. let the caller know that you are putting him right through to the person he called.
You:	(Connect the call)	Steps: 1. push the "hold" button 2. push the "intercom" button 3. buzz or dial Mr. Hart
You:	(When Mr. Hart answers) Mr. Frazier from the Department of Labor is calling you. He is on Line #2.	Steps: 1. say who is calling and who he represents 2. identify which line

BOSS IS OUT:

You:	Good afternoon. Computer Analysis, Miss Jones speaking (use your own name)	Steps: 1. Identify office 2. Identify yourself
Caller:	Good afternoon. May I speak with Mr. Hart?	Steps: 1. Listen to the caller 2. Be ready with pencil and paper.
You:	Mr. Hart is out of the office at the moment. May I tell him who called?	Steps: 1. Establish that Mr. Hart is out (before you ask for the caller's name!) 2. Pleasantly ask the caller to identify himself. 3. Write down the name. (if the name is a common name, you should ask the caller to identify where he works.
Caller:	Yes, this is Mr. Burke from the State Department.	Steps: 1. Listen for the information. 2. Immediately write down his name and where he works.
You:	Thank you, Mr. Burke. I'll tell Mr. Hart that you called. Would you like to leave a message?	Steps: 1. Thank the caller for giving him his name. 2. Repeat his name. 3. Tell him that you will give the person he called a note saying that he called. 4. Ask the caller if he would like to leave a message.
Caller:	Yes, would you ask him to call me when he comes in?	Steps: 1. Listen carefully 2. Write down what he wants you to do.
You:	Certainly, Mr. Burke, what is your telephone number?	Steps: 1. Sound friendly, helpful and sincere. 2. Ask for the caller's telephone number if he wants to be called back. (Even if you think Mr. Hart might have the telephone number, it is always best to get the number just in case Mr. Hart doesn't have it. It is also faster for Mr. Hart if he has the number on the telephone message to return the call.

Caller: 632-4506

Step:
1. Write down the number

You: Thank you, Mr. Burke. I'll give Mr. Hart the message and ask him to call you at 632-4506 when he returns.

Steps:
1. Thank caller.
2. Use his name again.
3. Tell caller you will give the person he called the message.
4. Repeat the message.
5. Repeat the telephone number. (THIS IS A MUST)

Caller: Thank you.

You: Goodbye, Mr. Burke.

Steps:
1. Say goodbye
2. Use the caller's name.
3. Sound cheerful
4. Hang up last.
5. Write down the message
6. Place the message on Mr. Hart's desk.

BOSS IS IN: BUT IS TALKING ON ANOTHER TELEPHONE LINE

You: Good morning. Computer Analysis, Miss Jones speaking (use your own name)

Steps:
1. Identify office
2. Identify yourself

Caller: Good morning. May I speak with Mr. Hart?

Steps:
1. Listen to the caller
2. Be ready with pencil and paper.

(If you can see that Mr. Hart is talking with someone on another line, you should say:)

You: Mr. Hart is talking with someone on another line. Would you like to wait a minute or would you like me to ask Mr. Hart to call you back?

Steps:
1. If you know that Mr. Hart cannot answer the telephone call say so at the beginning.
2. Ask if the caller would like to wait or be called back. Give them the choice.

Caller: If you don't think he will be long, I would like to wait.

Step:
1. Listen carefully

You: I don't think he will be long. I'll keep you informed if he looks like he might be on the line longer. May I tell him who is calling?

Steps:
1. Let the caller know that you will keep him informed if Mr. Hart doesn't hang up very soon.

		2. Be sure to find out who is calling. 3. On your notepad, note the line you are on the name of the person waiting on that line.
Caller:	Yes, this is Mrs. Perry from NIH.	Steps: 1. Write down the caller's name and where they are from. 2. Write down which line they are on.
You:	Thank you, Mrs. Perry. I'll connect you with Mr. Hart as soon as he is off the other line. If it looks like he'll be much longer, I'll let you know.	Steps: 1. Thank caller 2. Use callers name 3. Let caller know that you are putting her on hold but will check back if necessary.
You:	(While call is on hold)	Steps: 1. Push the hold button. 2. Make sure you know which line Mrs. Perry is on. 3. Check with Mr. Hart to see if he is still talking. NOTE: If the call seems urgent, write a note to Mr. Hart telling him who is on the line, where they are from, and which line they are waiting on.
You:	(When you see Mr. Hart is free) Mr. Hart, Mrs. Perry from NIH is waiting for you on line #3.	Steps: 1. Push the intercom button 2. Dial or buzz Mr. Hart

BOSS IS IN; BUT WANTS HIS CALLS SCREENED.

Your boss is trying to get out a very important report and does not want to be interrupted. However not wanting to be interrupted does not mean that if his boss calls him, or someone else calls that has information for the report he is doing that you should not put the call through. Screening for the boss means that some calls can be put through, but those calls are limited to only the important calls regarding the project.

By the way, screening for the boss is not being dishonest nor is the boss usually trying to show how important he is. Many supervisors and bosses are constantly interrupted and need some peace and quiet time to get out projects that are labeled "rush." You can be a very important person to that supervisor or boss if you can answer all of the calls, make everyone who calls feel that the boss is not giving them the run around, and let only the calls your boss needs get through to him.

The first rule is to sound honest and sincere.

The following dialogue is just one example of how you can screen correctly.

You:	Good afternoon. Computer Analysis, Miss Jones speaking (use your own name)	Steps: 1. Identify office 2. Identify yourself
Caller:	Good afternoon, Miss Jones. May I speak with Mr. Hart.	Steps: 1. Listen very carefully 2. Be prepared to say Mr. Hart is out. But then have a way in mind to say that he just came in.
You:	I'm sorry, but Mr. Hart is out at the moment. May I tell him who called?	Steps: 1. Sound sincere 2. Say boss is out 3. Find out who is calling. This is extremely important because this could be a call Mr. Hart would like to receive.
Caller:	Yes. This is Jim Roberts.	Steps: 1. Listen carefully 2. Write down the callers name. 3. Check it against the people that your boss wants to hear from.

ROUTE: NO

(Mr. Roberts is not on the list of people Mr. Hart needs to speak with)

You:	Thank you, Mr. Roberts. Would you like him to call you back?	Steps: 1. Thank the caller 2. Call him by name 3. Ask caller if he would like to be called back.
Caller:	Yes, if you would please.	
You:	Fine. Your telephone number please?	Steps: 1. Indicate that you are listening by saying "fine" or "all right" or something similar 2. Ask for the callers telephone number. (Your boss can't call back if he doesn't have the number.)

Caller:	229-9328	
You:	229-9328, right?	Step: 1. Repeat the telephone number
Caller:	That is right.	
You:	Thank you for calling Mr. Roberts. I'll give Mr. Hart the message that you called and would like him to return your call.	Steps: 1. Use the callers name. 2. Give him the message that you will give to your boss.
Caller:	O.K. Goodbye.	
You:	Goodby, Mr. Roberts.	Steps: 1. Say goodby 2. Use the callers name 3. Hang up last
ROUTE: YES		
	Mr. Roberts is someone that Mr. Hart needs to speak with	
You:	Oh, Mr. Roberts. I know that Mr. Hart has been waiting for you to call. He just stepped out a second ago; let me see if I can catch him. Will you hold the line please?	Steps: 1. Use the caller's name. 2. SOUND HONEST 3. Make up a story to make it look like your boss was out but with some special effort on your part maybe you can reach him. NOTE: Don't make the story too detailed or long. 4. Ask the person calling if they can be placed on hold. Wait for them to answer before you put them on hold.
Caller:	Thank you, I'll wait.	Steps: 1. Push the hold button. 2. Write down which line Mr. Roberts is on. 3. Push the intercom 4. Dial or buzz the boss
You:	(Speaking to Mr. Hart) Sorry to interrupt you, Mr. Hart, but Jim Roberts is on Line #1. I told him you had just stepped out but maybe I could catch you.	Steps: 1. Briefly apologize for interrupting. 2. Tell boss who is calling and what line they are on. 3. Tell the boss what you have told the caller so that he won't give the caller a different story.
Mr. Hart:	Oh, thank you. That is a call I have been waiting for. I'll take it right now.	

TELEPHONE EXERCISE

ARE YOU PHONOGENIC?

Circle the number which best describes your telephone practices. Be honest, now--remember, this is to help you become more phonogenic.

WHEN YOU ANSWER THE PHONE, DO YOU....

1. Know exactly how to use your instrument correctly?...............
2. Let it ring until it is convenient to answer?...................
3. Answer before the second ring?...................................
4. Lift the receiver to silence the ring, but finish what you are saying before speaking to the caller?..........................
5. Cut in on another's conversation by not checking which line is ringing?..
6. Sound cheerful and businesslike rather than glum and disinterested? ....
7. Say "Hello!"..
8. Announce your department name and your name?.....................
9. Ask, "Who's calling?"..
10. Press the button associated with the incoming call before lifting the receiver?...
11. Use Miss or Mrs. with your name so the caller knows how to address you?..
12. Listen attentively, making an effort to get the caller's name the first time he says it?...
13. Speak more loudly than usual to be sure the other person hears and understands you?..
14. Ask questions tactfully, phrased as requests, not demands?.......
15. End a call courteously -- say "goodbye" and "thank you?"........
16. Speak directly into the mouthpiece?.............................
17. Perch the phone on one shoulder if it looks like a long conversation so that you can do something else with your hands?...............
18. Give your caller undivided attention?...........................
19. Use the "hold" button properly?.................................

20. Continue sorting the mail or arranging the filing as you talk? ....

21. Talk as fast as possible to get finished quickly?................

22. Leave the phone lying on the desk while you call someone else to the phone?...

23. Have a pencil and pad ready?..................................

24. Let the caller hang up first?.................................

25. End your call by replacing the receiver gently?..................

WHEN PLACING A CALL, DO YOU --

26. Look up the number first and have it written down in front of you as you dial?...

27. Dial information for a number rather than look it up in the phone book?..

28. Apologize if you get a wrong number?...........................

29. Immediately state what the call is about?.......................

30. Wait for a dial tone before dialing?...........................

31. Plan what you are going to say before you call in order to save time?..

32. Check what lines are in use and depress correct button before lifting the receiver?...

33. Allow time to answer (about 10 rings)?.........................

34. Immediately identify yourself and your office when the called person answers?...

35. Have difficulty terminating the call when the business is completed?...

36. Give clear and understandable information?......................

37. Request information in such a way as to get the complete story without having to make extra calls?.............................

38. Have a frequently-called numbers list for quick reference?.......

WHEN YOU LEAVE YOUR PHONE UNATTENDED, DO YOU --

39. Let it ring unanswered?.......................................

40. Ask someone to answer it, telling her how long you'll be gone and where?...

WHEN THE PERSON CALLED IS NOT PRESENT, DO YOU --

41. Say, "He's not here" and hang up?.............................

42. Offer to be of assistance or take a message?..................

43. Transfer the call to someone who may be of assistance?...........

44. Fill out message form correctly,

...noting date and time of call?............................

...verifying spelling of caller's name?.....................

...repeating and verifying phone numbers?...................

...repeating the message orally?............................

...writing down the message as it is received?..............

45. Place message where it will be sure to be seen?..................

46. Make every effort to be genuinely helpful and courteous, no matter how difficult the caller may be?................................

47. Get complete information before leaving the line?................

48. Tell the caller, "Wait a minute," and leave the line without any other explanation?...

49. Let the caller wait, no matter how long it takes you?............

50. Report back to the waiting caller every 60 seconds to make a progress report?...

51. Tell him to call you back if it will take longer than a couple of minutes to find the information he desires?.....................

52. Suggest that you call him back if it will take more than two minutes find the information?......................................

WHEN TRANSFERRING A CALL, DO YOU --

53. Make sure that the person to whom you are transferring the call can help the caller?..

54. Signal the operator with rapid and continuous depressing of receiver button?..

55. Explain the reason for transfer?..................................

56. Give the caller the name of the person who will talk with him?...

IF THE PERSON YOU ARE CALLING IS NOT IN, DO YOU --

57. Quickly ask to have him call you back, give your name and hang up?..

58. Leave a message which is clear, concise, and complete?...........

59. Make sure the person taking the message records your name and number correctly?..

ARE YOU PHONOGENIC?

RIGHT ANSWERS

1 3 6 8 9 10 11 12 14 15 16 18 19 23

24 25 26 28 29 30 31 32 33 34 36 37 38

40 42 44 45 46 47 50 52 53 55 56 58 59

32 - 40 right answers	You are truly phonogenic!
15 - 31 right answers	You are pretty good, but you need a little sprucing up.
Below 15	You need a lot of work. Work on changing your telephone habits.

START PRACTICING ALL OF THE RIGHT NUMBERS LISTED ABOVE THAT YOU DID NOT CIRCLE.

WRONG ANSWERS

2 4 5 7 13 17 20 21 22 27 35 39 41 43

48 49 51 54 57

STOP PRACTICING ANY OF THESE PROCEDURES THAT YOU CIRCLED.

CLEAR, DISTINCT ENUNCIATION FOR THE TELEPHONE

The following expressions are commonly run together into unintelligibility. (Try that word for an enunciation exercise.) How often do you hear -- and say -- wonchoo, har'ya, jeet jet, gimme, smornin', wanna? In a face-to-face conversation, you might get by, but on the telephone, you need to be absolutely clear and distinct about what you say. The sounds usually slurred have been underlined. Practice these phrases, being sure that every consonant and every syllable is heard. See your supervisor to obtain a cassette recorder.

and then
an hour
as yet
at all
catch them
could have
for him
for them
forget him
got it
give him
give me

going to
had to
have to
heard her
idea of
instead of
kept it
kept them
great deal
let me see
let him go
might have

must have
made of
put them
ought to
saw her
should have
some more
that one
this one
this morning
to go
to hear

did you eat yet?
don't you
need to
want to
was he
what did he do?
would have
got you
won't you
what do you do?
how are you?
can't you

TELEPHONE PHRASES

Practice saying the following telephone phrases. As you practice, remember that you are trying to sound pleasant, interesting helpful poised, and knowledgeable about your office. You will need to speak slowly, clearly, and vary the pitch of your voice.

Your assignment is to:

1. Using a cassette recorder & a blank tape and a pre-recorded tape that the instructor will put on for you, record the telephone phrases given on the next page. After you have recorded the phrases, rewind the tape and listen to your recording. Practice as many times as you want.
2. Using the telephone at your desk, repeat the telephone phrases into the telephone. Ask one person in your group to listen to you as you give your phrases and evaluate your technique.

TELEPHONE SENTENCE PATTERNS

1. Office Skills Training Center, (use your own name.)

2. Yes. May I tell him who is calling?

3. Yes. May I tell her who is calling?

4. Thank you Mrs. Williams, I'll connect you.

5. Mr. Hart, Mrs. Williams, is on Line #2.

6. Mr. Hart, Mrs. Williams, in Budget is on Line #2.

7. Office Skills Training Center, (use your own name.)

8 No. I'm sorry but Mr. Hart is not at his desk at the present time.

9. May I tell him who called?

10. Thank you Mr. Burton. Would you like to leave a message?

11. And, may I have your telephone number Mr. Burton?

12. Thank you Mr. Burton. Goodby.

13. Office Skills Training Center, (use your own name.)

14. He's on another line right now. Would you like to "hold?"

15. Thank you for waiting. May I tell him who is calling?

16. He's on another line right now. May I tell him who is calling? And, would you like to "hold?"

17. Thank you for waiting. I'll connect you now.

18. She has someone in her office right now. Could she call you back?

19. I expect her back very soon. Could I take a message?

20. Let me repeat that telephone number please. That's Code 101, extension 48751.

21. Thank you Mrs. Clayton. Goodby.

TELEPHONE SITUATIONS

"WHAT WOULD YOU SAY TO THE CALLER"

SITUATION #1:

Boss is in but he is very busy. He will take very important calls.

SITUATION #2:

Boss is out; he will be back after lunch.

SITUATION #3:

The caller identifies himself. You know that the boss is not yet in a position to talk with this man. You must tell the caller something without making him think that the boss doesn't want to talk with him or that he is not ready to talk with him.

SITUATION #4:

The boss is out of town on business and will not be back for another week.

SITUATION #5:

You are in the process of placing a call for your boss and both of the other lines start ringing. You have already reached the office that you were calling.

SITUATION #6:

A man calls in a very angry tone of voice. He is very upset about an office matter and wants to speak with your boss. Your boss has stepped out of the office for the moment but should be right back.

SITUATION #7:

Your boss is on another line when another call comes in for him. He has instructed you that he urgently wants to speak to this second party when he calls.

(Also how do you tell your boss that you have this important call on the other line?)

FTS QUESTIONNAIRE: C & P Telephone Co., Traffic Department, Customer Service

1. WHEN MAKING AN FTS CALL, DO YOU --
   a. Check your FTS USERS GUIDE for area code and number?
   b. Take a guess at the area code and/or number?
   c. Ask someone in the office for the number?
   d. Refer to your list of frequently called numbers? ____________

2. IF YOU DO NOT HAVE THE FTS NUMBER, DO YOU --
   a. Call the assistance operator in the distant city?
   b. Call commercial information?
   c. Dial your operator and ask for the extension number? ____________

3. AN FTS NUMBER SHOULD ALWAYS CONSIST OF --
   a. 3 digits.
   b. 4 digits.
   c. More than 4 digits.
   d. Any number of digits. ____________

4. IF YOU ENCOUNTER A BUSY SIGNAL, DO YOU --
   a. Hang up and try again immediately?
   b. Hang up and follow your instructions for reaching an off-net (commercial) number?
   c. Hang up, check your number and wait a few minutes before dialing again?
   d. Dial 100 and ask for the number?
   e. Dial your agency operator and ask her to get the number for you? ____________

5. ON AN INCOMING CALL THAT IS TO BE TRANSFERRED TO ANOTHER EXT., DO YOU --
   a. Tell the caller you cannot transfer an FTS call?
   b. Put the call on hold and dial your agency operator on another line to ask her to transfer the call?
   c. Flash your operator on the same line and ask her to transfer the call after giving the caller the number? ____________

6. WHEN PLACING A CONFERENCE CALL, DO YOU --
   a. Call the commercial operator?
   b. Call the FTS assistance operator in one of the cities to be called on your conference list?
   c. Dial 100?
   d. Dial your agency operator -0-?
   e. Call the Conference Control Center? ____________

7. ONCE YOU START DIALING A NUMBER ON THE FTS NETWORK, DO YOU --
   a. Continue to dial until you reach the FTS number or receive a report?
   b. Stop before you finish dialing to answer another call? ____________

8. TO REACH AN OFF-NET (COMMERCIAL) NUMBER, DO YOU --
   a. Dial your access code + the area code and number?
   b. Dial the assistance operator in the distant city and give her the number?
   c. Dial your access code + 0 + the area code and number?
   e. Dial your agency operator?
   f. Dial 100? ____________

9. IF YOU DO NOT KNOW THE COMMERCIAL NUMBER IN THE DISTANT CITY, DO YOU --
   a. Dial the FTS assistance operator in that city?
   b. Dial 100?
   c. Dial 9 + area code + 555-1212? ____________

10. WHEN TROUBLE IS ENCOUNTERED, DO YOU --
   a. Hang up and keep trying until you get the call through?
   b. Hang up and dial your local FTS operator and report the trouble to her?
   c. Hold the line on which trouble was encountered, dial "0" on another line and report the trouble, giving her both extension numbers--then wait until you are called back before releasing the line on which trouble was encountered?
   d. Dial "0" and ask the operator to get the number for you because you can't get through? ____________

11. FTS TROUBLE INCLUDES THE FOLLOWING CONDITIONS --
   a. No dial tone
   b. Can't hear
   c. Can't be heard
   d. Continuous busy
   e. Noisy circuit
   f. Nothing heard after dialing
   g. Cut off
   h. Fast busy signal ____________

ELEVEN TIPS IN

GOOD TELEPHONE MANNERS

1. Have a friendly, helpful voice over the telephone. Have an "I do care" rather than "I could care less" attitude toward EACH caller.

2. Listen carefully to the caller. Be careful about names, messages, and telephone numbers. If you are not sure about a person's name, ask for it to be spelled.

3. Speak clearly and distinctly. Think of instances when you have made calls and have not been able to hear or understand the person and have had to have the message repeated.

4. Identify the office and yourself. It helps the caller to know your name.

5. Keep a pencil and telephone message form by your telephone at all times.

6. When you place a person on HOLD, don't forget about him. Return to the line within 30 seconds and say you are sorry to have kept him waiting.

7. If the caller is rude to you, don't be rude back.

8. Be careful about giving out information about the whereabouts of the people in the office. Protect them at all times. Such expressions as "I don't know where he is, or He is out to lunch, or He is busy now and can't be disturbed" should be avoided. The way in which you handle callers can reflect a favorable or unfavorable impression about your agency, your office, and you.

9. Transfer calls correctly. If it is an outside call, you can page the operator by depressing the button that holds the receiver. Depress the button slowly.

10. Always be courteous and try to help the caller.

11. Handle all callers in a businesslike way. Avoid using slang expressions such as bye-bye. Make the telephone voice impression a LASTING ONE.

TYPING

TYPING

CIRCLE WHEN COMPLETED	
Ty-1	Practice Typing Exercise A prior to taking your typing test. Your instructor will tell you the time for the 5-minute test, Typing Exercise B. Typing Test - If you want to earn a Certificate of Proficiency in class, tell your supervisor/instructor. A Proficiency Certificate will qualify you as a Clerk-Typist under Civil Service regulations.
Ty-2	Study pages 135 to 149.
Ty-3	Envelope Chain Feeding and explanation of pleat sheet and guide sheet - Supervisor demonstration. Practice by clerical assistant.
Ty-4	Envelope Chain Feeding - Do exercise #1 on page 151.
Ty-5	Typing Exercise #2, page 152.
Ty-6	Typing Exercise #3, page 153.
Ty-7	Typing Exercise #4, pages 154 and 155.
Ty-8	Typing Exercise #5, page 156.
Ty-9	Typing Exercise #6, pages 157 and 158.
Ty-10	Typing Exercise #7, pages 159 and 160.
Ty-11	Envelope Chain Feeding - Observe demonstration on videotape. Take notes for your desk manual.
Ty-12	Erasing Techniques - Observe tips on videotape. Take notes for your desk manual.
Ty-13	Typing Exercise #8, pages 161 and 162.
Ty-14	Become familiar with your US Government Correspondence Manual. Study the contents.
Ty-15	Do Exercise #9, pages 163, 164 and 165.

Ty-16	Accuracy - Do assigned practice exercises to improve your accuracy.
Ty-17	Speed - Do assigned practice exercises to increase your speed.
Ty-18	See supervisor/instructor for Typing Exercise C.

TYPING

Government style practices in preparing letters are basically the same as regular business letters. You will find some of these rules will vary from agency to agency. The U.S. Government Correspondence Manual is the reference used by *most* Government agencies. Some agencies have designed their own correspondence manual. Check with your supervisor to see if there is a special correspondence manual for your agency. When in doubt, you should always use the Correspondence Manual for guidance.

Guidelines of the various parts of a Government letter and examples are included below:

1. You will be instructed by the supervisor on the type of communication--letter, memo, rough draft, form, etc. For correspondence going outside your agency, you use your agency's letterhead paper; for internal correspondence, you use inter-office memoranda paper. If you are typing a rough draft, plain bond paper is used.

2. Carbon copies. If you are not told the number of carbon copies to type you should ask. You will use the "copy sets" for carbon copies. A copy set is a sheet of paper with a carbon attached to it. The carbon is used only *one* time. Usually you will use colored copy sets for extra carbons. You should find out what color copy sets are used and for what purposes.

3. Date Line. The date is not typed in if it is going to another office to be signed. The office who sends out the letter will fill in the date when it is signed to be sent out. The date line, when typed, is two spaces below the last line of the letterhead. The placement of the date line depends upon the letter style used. Informal and Full Block Style places the date at the left margin. The Block and Semi-block Style centers the date line.

4. Inside Address. This includes the name and address of the person or agency to whom the letter is sent. This is typed six (6) lines below the date line and begins at the left-hand margin.

5. Attention Line. Most Government agencies do not use an ATTENTION line. You write to a specific person. If you do have an attention line, it would be typed as follows:

   X Y Z Corporation
   ATTENTION: Mr. Bob Grant
   123 Any Street
   Anytown, USA 00000

   The same procedure would be used when typing the envelope.

6. Salutation. When a letter is addressed to an agency or to a company, the correct salutation is Gentlemen.

When a letter is going to a person, the salutation would be:

Dear Mr. __________
Dear Mrs. ____________
Dear Miss _____________

The salutation is typed two spaces below the last line of the Inside Address, unless you are using a window envelope. In the case, you use three or four spaces.

7. Subject Line. This is usually a short statement telling what the letter is about. It is typed even with the left margin and the first letter of the main word is capitalized. If it takes more than one line of typing, align the second line as follows:

Subject: Designation of Members
of the Amalgamated
Welfare and Recreation
Board

Some Government letterhead stationery has a printed line in the upper right-hand corner that says "Your reference." This would be used for the subject line if it is brief. Interoffice memos would include a subject line, but regular letters do not generally have one.

8. Body of Letter. The message of the letter is the body. Government letters are single spaced, but you always double space between paragraphs. There is an exception to the rule. When you have a ONE paragraph letter that is less than ten typewritten lines, you double space the body.

9. Succeeding Pages. Longer letters will require two or more pages. When you type additional pages, you number each page at the left margin after coming down seven lines from the top of the page. Type the page number, then triple space and continue typing the letter.

10. Complimentary Close and Signature Lines. The complimentary close--Sincerely yours, Yours truly, etc., is typed a double space below the last line of the body of the letter. The name of the person signing the letter is typed on the fourth line below the complimentary close using the same left margin as the complimentary close. The title is typed on the next line following the name and even with the left margin. The four lines between the complimentary close and the name allows enough space for the person to sign his name. The complimentary close and the signature line is typed at the left margin when you are typing a letter using the Informal and Full Block letter style. If you are using the Block and Semi-block letter style, the closing is typed starting at the center of the paper or at five spaces left of the horizontal center mark on your typewriter. The following is a sample of how the closing lines should look whether they are typed at the left margin, at center, or five spaces left of center.

Sincerely yours,

John Q. Public
Director
Public Information Bureau

11. Enclosures. If you are enclosing materials with the letter, you type the word "Enclosure" two lines below the last line of the closing which could be the title of the writer, or the office where the writer works. When several enclosures are sent, you indicate this by making the word plural and saying the number of enclosures. For example:

"3 Enclosures"

Enclosures are typed at the left-hand margin of the letter. If you have not mentioned specifically the items enclosed in the body of the letter, you should list them under the word enclosures:

3 Enclosures
U.S. Correspondence Manual
Effective Revenue Writing
Organizational Chart

There will be occasions when you will send materials "under separate cover." Type Separate Cover at the left margin in the same position as you have typed enclosures and list what has been sent as illustrated above.

12. Distribution of Copies. Letters including a notation "cc" means carbon copies have been sent to other people. In Government this "cc" notation is typed only on the carbon copies, NOT on the original letter. The notation would be typed two spaces below the last line on the left margin. If there are no enclosures, it is typed after the signature lines. You remove the original letter by pulling the paper release toward you and pulling out the letterhead paper. You then type the notation on the carbon copy and the remaining carbon pack. The notation would look something like this:

cc:
John Jones, BRE
Official File--BT
Reading File--TTC

Office symbols are used.

After you have taken the copies out of your typewriter, place a check mark at the left of each line so that you will know which copy goes to each person or place.

Example: (first carbon copy)

cc:
✓ John Jones, BRE
Official File--BT
Reading File--TTC

(second carbon copy)

cc:
John Jones, BRE
✓ Official File--BT
Reading File--TTC

(third carbon copy)

cc:
John Jones, BRE
Official File--BT
Reading File--TTC

13. Reference Line. The reference line includes the identification of the office initials, the writer's name, and the typist's initials and the date. This is typed two lines below the last line of the letter.

The following is a sample of a reference line:

TTC: MASmith:abj 10/18/72

REMEMBER THAT ALL GOVERNMENT LETTERS SHOULD BE NEATLY TYPED. THESE LETTERS REPRESENT YOU, YOUR SUPERVISOR, YOUR AGENCY, AND OUR GOVERNMENT.

TYPING:

CORRESPONDENCE FORMAT

THE BLOCK LETTER STYLE

DATE LINE: October 6, 197X

INSIDE ADDRESS:
Mrs. Rose Johnson
1321 Rosedale Street, NE.
Washington, DC 20003

SALUTATION: Dear Mrs. Johnson:

BODY OF THE LETTER:

We need additional information regarding your claim for social security benefits.

Enclosed are Form SSA-19 "Application for Special Age-72-Or-Over Monthly Payments" and Form SS-5 "Application for Social Security Number." After you have completed the forms, please return them promptly to this office.

If you are unable to furnish the information required or need assistance, please call at our office or notify us by mail or telephone. If you call in person, please bring this letter with you.

COMPLIMENTARY CLOSE: Sincerely yours,

SIGNATURE LINE:
Thomas A. Jones
Director
Social Security Benefits Division

ENCLOSURES: 2 Enclosures
DISTRIBUTION OF COPIES (not to be typed on original letter, only on carbons)
cc:
Robert Sutton, EXD
Official File--SP
Reading File--SSAB

REFERENCE LINE: (not to be typed on original letter, only on carbons)
SSAB: TAJones:gmc 10/6/7X

Certain guidelines are followed in typing Government envelopes. You must be sure that envelopes are addressed correctly. Double check the spelling, the address, and the city, state, and ZIP. ALWAYS include a ZIP Code. Follow the Post Office Department's suggestions on abbreviating the names of the States.

The following are guidelines to help you prepare envelopes correctly. Read and study them carefully.

STANDARD SIZE ENVELOPES

1. Set the paper guide on your typewriter at the white dot.
2. Set your margin or TAB stop at 70.
3. Roll the envelope around the cylinder. Roll it down 14 lines after you can see it at the top of the alignment scale.
4. Begin typing on line 14. Names and addresses are ALWAYS single spaced. The TAB stop at 70 divides the envelope so it is well balanced. If you are typing a line that is very long, it should be divided. The second line of the continued line is then indented two spaces to the right of 70. All other lines are even on the left side.
5. Special notations such as REGISTERED, AIRMAIL, SPECIAL DELIVERY, and CERTIFIED are typed under the postage and fees paid emblem and are typed in all capitals as shown above.
6. Mailing labels can be prepared and used when you send mail regularly to certain people or divisions in other Government agencies. Labels can be typed in advance and attached to the envelope quickly.
7. WARNING--DO NOT USE GOVERNMENT ENVELOPES FOR YOUR PERSONAL USE. You could be fined $300 for using a franked envelope. A franked envelope is one that has the "Postage and Fees Paid" emblem in the upper right-hand corner of the envelope.

WINDOW ENVELOPES

Many Government offices use window envelopes for sending correspondence. This is a time saver as you do not have to type the name and address twice.

When you use window envelopes, you should CHECK:

1. The placement of the address within the brackets on the stationery. If the stationery does not have these brackets, the inside address should be typed beginning on Line 12.
2. The letter should be folded so the address will show through the window of the envelope and can be easily read. Remember, you fold the bottom third of the letter up and the top third back so the address shows through the window envelope.

OVERSIZED ENVELOPES (Usually a brown-yellow color)

Oversized envelopes are used when you are mailing pamphlets or other printed materials that will not fit into a regular size envelope. Do not use an envelope that is too big for the amount of materials you are mailing as these envelopes would make the mailing expensive and could jam up the sorting machine. DO NOT put too much material in an envelope as it could cause the envelope to tear open.

Typed labels can be used on oversized envelopes. The larger envelopes are sometimes difficult to put inot the typewriter. When using a label, make sure that it is placed into the envelope straight.

CHAIN FEEDING ENVELOPES

FRONT FEED METHOD

1. Place your envelopes beside your typewriter. Have the face of the envelope up.
2. Clear all TABS on the typewriter and set a TAB at 70.
3. Place the paper guide at the white dot.
4. Place an envelope against the paper guide. The flap of the envelope is toward you and is the part rolled around the cylinder first.
5. Roll the envelope down about 14 lines after it becomes visible on the positioning scale. Observe the approximate position so you do not have to count the lines when you begin typing each envelope.
6. Type the envelope but DO NOT remove it from the machine.
7. Roll the cylinder so the envelope is rolled back around the cylinder. Leave about one-half inch of the envelope showing. The front of the second envelope with the flap on top is placed in front of the cylinder but in back of the first envelope.
8. Roll the cylinder toward you until the second envelope is in the position to type the address.
9. The first envelope and all other completed envelopes will STACK on the paper table so you do not have to handle them until you have accumulated four or five envelopes.
10. Continue steps 7 and 8 until you have completed typing all the envelopes.

BACK FEED METHOD

1. Place as many envelopes as you need to at the right of your typewriter.
2. Place the envelopes so the flaps are up and placed toward you. This will be the correct position for placing the envelopes in the typewriter.
3. Place the first envelop against the paper guide and roll the cylinder several times. Do not roll it into typing position yet.
4. Take a second envelope, place it against the paper guide. Place the envelope in front of the first envelope so it is resting on top of the first envelope.
5. Turn the cylinder now a few times.
6. Place a third envelope against the paper guide and on top of the second envelope.
7. Turn the cylinder again.
8. Type the first envelope after it has been rolled to the correct position (down 14 lines).
9. Do not remove the first envelope until you have placed another envelope into position.
10. Turn the cylinder knob until the second envelope is ready to be typed.
11. Follow these steps until all the envelopes have been typed.

TYPING: Preparing Envelopes

Preparing envelopes is very important to your office and to the Post Office Department. Accuracy is a MUST so that the mail can be processed quickly and efficiently.

The Post Office Department has authorized the following two-letter abbreviations for the United States. These abbreviations are typed in capital letters.

Use these abbreviations when typing envelopes:

Alabama	AL
Alaska	AK
Arizona	AZ
Arkansas	AR
California	CA
Colorado	CO
Connecticut	CT
Delaware	DE
District of Columbia	DC
Florida	FL
Georgia	GA
*Guam	GU
Hawaii	HI
Idaho	ID
Illinois	IL
Indiana	IN
Iowa	IA
Kansas	KS
Kentucky	KY
Louisiana	LA
Maine	ME
Maryland	MD
Massachusetts	MA
Michigan	MI
Minnesota	MN
Mississippi	MS
Missouri	MO
Montana	MT
Nebraska	NE
Nevada	NV
New Hampshire	NH
New Jersey	NJ
New Mexico	NM
New York	NY
North Carolina	NC
North Dakota	ND
Ohio	OH
Oklahoma	OK
Oregon	OR
Pennsylvania	PA
*Puerto Rico	PR
Rhode Island	RI
South Carolina	SC
South Dakota	SD
Tennessee	TN
Texas	TX
Utah	UT
Vermont	VT
Virginia	VA
*Virgin Islands	VI
Washington	WA
West Virginia	WV
Wisconsin	WI
Wyoming	WY

* Other territorial divisions

PLEAT SHEET SAMPLE

GUIDE SHEET SAMPLE

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TYPING: Preparing Envelopes--Exercise #1

PREPARE ENVELOPES WITH CARE

Directions: Follow the new directions for preparing envelopes. If you need to refer to the booklet "Prepare With Care," please do it. Follow the new format listed in that booklet.

Address the following envelopes. Use the front feed or the back feed method for typing envelopes.

Mr. Richard Berman
7438 Chilum Place, NE.
Washington, DC 20031

Mrs. Ferhard Meiser
5813 Mt. Pleasant, NW.
Washington, DC 20037

Miss Joyce Robinson
8203 Ft. Davis, SE.
Washington, DC 20001

Mr. Anthony DelRosso
7382 Leesburg Pike
Falls Church, VA 22214

Mrs. Margaret Baker
9329 Custer Avenue
Bakersfield, CA 93304

Mrs. Betty Bennett
121 East Main Street
Lexington, KY 40506

Mr. Sam Jones
3827 Avon Road
Canby, MN 56220

Miss Beverly Jackson
220 Market Street
Dover, DE 19901

Mrs. J. C. Smith
5663 Grand Avenue
Emporia, KS 66801

Mrs. B. W. Eames
543 Main Street
Deerfork, ID 83702

Miss Jackie Everett
Delta, UT 84624

B and B Supply Company
11 Lincoln Drive South
Detroit, MI 48230

Mr. Charles Allen
145 St. Mark Street
Batton Rouge, LA 70806

Mr. John Sweetwater
Helena, MT 49601

Mrs. Kevin Bruce
Evanston, WY 82930

Mr. James Black
1141 Western Avenue
Springfield, VA 01100

TYPING: Exercise #2

Type the following letter in full block style to:

Miss Susan Evans
Department of Interior
Room 1742
1800 E Street, NW.
Washington, DC 20415

Dear Miss Evans:

Thank you for accepting the invitation to talk to the secretaries about "The Image of the Government Secretary." You are to talk on June 5, 197X, from 1-2 p.m. The room number is 4213 of the U.S. Civil Service Commission.

As we had discussed on the telephone, you might want to cover some of the following areas:

1. Proper telephone techniques
2. Meeting and greeting office visitors
3. Office protocol
4. Appearance and grooming
5. Attitude and getting along with others

I know you will do a fine job and the secretaries will enjoy meeting you.

Call me if I can help you.

Sincerely,

(Mrs.) Beverly Johnson
Associate Director
Communications and Office Skills
  Training Center

TYPING: Exercise #3

Directions: Type the following letter making all of the necessary corrections. Type three carbon copies, one white, one pink, and one yellow. File the white copy in your file, and turn in the pink and yellow copy with the original. You also need to type an envelope for the letter.

(leave room for date)

Miss Margaret Jefferson
2748 Custer Avenue
Bakersfield, CA 93304

Dear Miss Jefferson:

Thank you for your letter of May 22, 19XX with reference to your desire to gain employment with our agency.

As a first step, I would suggest that you complete a Form 171 immediately. A Form 171 is an employment form that may be obtained at any U.S. Post Office. After you fill out the form, please send it to me.

You should arrange to take a Federal civil service examination for secretaries. They are given periodically in and around Bakersfield several times during the year. The examination is not very terribly difficult and you will receive some sample questions when you apply to take the exam. These questions will help you prepare to take the exam.

I am happy to hear that you want ~~of your wish~~ to work in Washington, D. C. and that you would like to ~~especially~~ ~~the admirable aim of serving~~ serve your country in one of our Embassies.

If I can assist you further, please feel free to contact me at any time.

Sincerely yours,

Phillip J. Moody
Director
Mexican-American Education Study

TYPING: Exercise #4

APPLY WITH CARE

Assume that you are about to complete this course and you are ready to apply for a clerk-typist position. You will need to have a SF 171 prepared. In addition to the SF 171, you may need to prepare a letter. This exercise requires that you compose a letter applying for a job as a clerk-typist in my office.

The job involves many of the activities you have been doing and practicing in Office Practice. Accuracy and good typing techniques are essential.

Your classmates are applying for the same job. Otherwise, you are competing with them for this position. You will need to convince me that your background, experience and qualifications make you the person to be hired.

The letter should be addressed to Mrs. Beverly Johnson, Associate Director, Office Practice Department, Thomas Circle at 14th Street, Washington, DC.

Typing Exercise #4

STANDARD FORM 171

PERSONAL QUALIFICATIONS STATEMENT

Office of Management and Budget
Approved 50-RO387 SAMPLE

1A. Kind of position *(job)* you are filing for *(or title of announcement)*

B. Announcement No.

C. Options for which you wish to be considered *(if listed in announcement)*

D. Primary place(s) you wish to be employed
Washington, DC

2. Home phone *(including Area Code)*
202-632-0110

3. Office phone *(including Area Code)*
202-632-6047

4. Name *(Last) (First) (Middle) (Maiden, if any)* ☐ Mr. ☒ Miss ☐ Mrs.
and Address *(Number, Street, City, State and ZIP Code)*

Smith, Jane L.
1010 Perry Street, NE.
Washington, DC 20017

5. Legal or voting residence *(State)*
District of Columbia

6. Height without shoes
5 Feet 10 Inches

7. Weight
120 lbs.

8. Birthplace *(City and State, or foreign country)*
Danville, Virginia

9. Birth date *(Month, day, year)*
6/2/45

10. Social Security Account Number
001 | 70 | 0002

11. If you have ever been employed by the Federal Government as a civilian, give your last classification series, grade, and job title.

301-GS-4, Clerk-Typist

Dates of service in that grade
From 1/6/73 To Present

12. If you are currently on a list of eligibles for appointment to a Federal position, give the name of the announcement, the name of the office maintaining the list, the date on your notice of rating, and your rating.

N/A

13. Lowest pay or grade you will accept

PAY		GRADE
$7,976 per year	OR	4/5/6

14. When will you be available?
2 weeks notice

15. Will you accept temporary employment for:
(Acceptance or refusal of temporary employment will not affect your consideration for other appointments.)

	YES	NO
__1 month or less?	X	
__1 to 4 months?	X	
__4 to 12 months?	X	

16. Where will you accept a job?

	YES	NO
__Washington, D.C.	X	
__Any place in the United States.		X
__Outside of the United States.		X
__Only in *(specify)*:		

17. Will you accept less than full time work?
(Less than 40 hours per week) ☒ Yes ☐ No

18. Are you willing to travel? *(Check one)*

NO	SOME	OFTEN
	X	

19. VETERAN PREFERENCE. Answer all parts. If a part does not apply to you, answer "No."

	Yes	No
A. Have you ever served on active duty in the United States military service? *(Exclude tours of active duty for training as a reservist or Guardsman.)*		X
B. Have you ever been discharged from the armed services under other than honorable conditions? (You may omit any such discharge changed to honorable by a Discharge Review Board or similar authority.) *If "Yes," give details in Item 37.*		X
C. Do you claim 5-point preference based on active duty in the armed forces? *If "Yes," you will be required to furnish records to support your claim at the time you are appointed.*		X
D. Do you claim 10-point preference?		X

If "Yes," check type of preference claimed and complete and attach Standard Form 15, "Claim for 10-point Veteran Preference," together with the proof called for in that form
TYPE: ☐ Compensable disability ☐ Disability ☐ Wife ☐ Widow ☐ Mother

E. List Dates, Branch, and Serial or Service Number of All Active Service *(Enter "N/A" if not applicable)*

From	To	Branch of Service	Serial or Service Number
	N/A		

DO NOT WRITE IN THIS BLOCK
FOR USE OF EXAMINING OFFICE ONLY

ANNOUNCEMENT NO.

☐ Appor.
☐ Nonappor.

Material
☐ Submitted
☐ Returned

Entered Register:

Notations:

Form Reviewed:

Form Approved:

Option	Grade	Earned Rating	Preference	Aug. Rating
			☐ 5 points *(Tent.)*	
			☐ 10 Points Comp. Dis.	
			☐ Other 10 Points	
			☐ Disal.	
			☐ Being Investigated	
Initials and Date				

STATEMENT NO.

THIS SPACE FOR USE OF APPOINTING OFFICER ONLY
Preference has been verified through proof that the separation was under honorable conditions, and other proof as required.
☐ 5-Pt. ☐ 10-Pt. Comp. Disab. ☐ 10-Pt. Other

Signature and Title

Agency

Date

☐ Refer for medical action

THE FEDERAL GOVERNMENT IS AN EQUAL OPPORTUNITY EMPLOYER

Standard Form 171
September 1971 U.S. Civil Service Commission
171-104

TYPING: Exercise #5

Type With Care

Type the following letter with three carbon copies.

Miss Helen Moore
3448 West 48th Street
Sun City, FL 00001

Dear Miss Moore:

I am delighted to learn of your interest in our clerical training programs in Sun City. I appreciate your interest in some of our training materials.

I wish it were possible to send you copies of our course materials and lesson plans. However, the lesson plans have been developed and designed for our training staff only and would not be too meaningful to a person who has not observed the course in action.

A copy of "How To Be An Executive Secretary" is enclosed. This book should be helpful in some of your clerical training.

Sincerely,

(Mrs.) Beverly Johnson
Associate Director
Office Practice Department

156

Enclosure

TYPING: Rough Draft Letter--Exercise #6

Directions: Please type this memo with 1 yellow, 1 green, and 2 whites. File one white copy in your file and give your instructor the original and carbon copies.

To: All Government Employees
From: Director of Tele - Communications
Subject: Centrex Service

All Government agencies in the Washington, DC. area are being converted on a phased basis to the newer and more efficient Centrex Service. The Commission and some other agencies are now on Centrex. When a majority of the agencies have been converted to Centrex, the IDS Code System will be eliminated.

To reach another extension number which is in "Dialing Zone A," dial only the five-digit extension number. (This is possible because all agencies in "Dialing Zone A" are served by the same Centrex switchboard that serves the Commission.)

To reach another local agency in "Other than Dialing Zone A," dial 9 plus the desired seven-digit number. (Agencies listed under "Other than Dialing Zone A" are served by other

Centrex switchboards.) If you do not know the desired number, dial the appropriate Centrex Switchboard number and an operator will assist you. There is no waiting for a new dial tone after dialing 9; just continue dialing the desired number.

Typing: Exercise #7

TABULATION

Some of your typing will require typing materials in columns. When you know that you have to type materials in table form or in columns, you should plan ahead. You want to make sure that the material is balanced vertically and horizontally on each page.

Here is a step-by-step outline of how to figure the vertical placement of a problem:

1. Count the number of lines and the spaces between the lines. Between a major heading and the subheading, you should triple space. Between subheadings and the body of the information, you leave a double space. The body of the information should be single spaced if you have more than ten lines. It is better to double space if you have less than ten lines.
2. Subtract the total number of lines and the spaces between the lines from 63. Divide this number by 2 and drop the fractions. This will tell you the number of lines you will leave blank at the top of your paper. Be sure to start counting the lines after you can see the top edge of the paper as it rolls around the platen.

Horizontal Centering

1. Clear all your tab stops.
2. Count the number of strokes and spaces between words in the longest line of each column.
3. Decide how many spaces you want to leave between each column.
4. Add the total number of strokes in the longest line of each column and the spaces between the columns.
5. Move your carriage to the center point on your typewriter.
6. Backspace one space for every two strokes of this total in number 4 or divide the total in number 4 by 2 and backspace that number of times.
7. Set the left margin at this point.
8. Space forward the number of spaces in the longest line of the first column plus the number of spaces between this column.
9. Set a tab stop.
10. Continue with the same steps given in 8 and 9 until all the tab stops have been set.
11. Return carriage. Use Tabulator Control Key to check each tab stop.

TYPING: Exercise #7

DIRECTIONS: Type the following table. Leave 10 spaces between columns. Triple space between the main heading and the subheadings. Double space between the subheadings and the body of the table. Single space the body of the table if it has more than 10 lines. Double space for less than 10 lines.

TABULATION EXERCISE

Column 1	Column 2	Column 3
Agency	Messenger	Voucher
Government	Clerk	Form
Office	Typist	Requisition
Department	Secretary	Supplies
Bureau	Stenographer	Services
Division	Keypuncher	Letters
Federal	Receptionist	Memorandums
Branch	Examiner	Examinations

TYPING: Exercise #8

ARRANGE WITH CARE

You are to type this table on a full sheet of paper. It should be *arranged* vertically and horizontally. There are 63 vertical lines on a full sheet of paper. Count the number of lines of typing with spaces between the lines and subtract from 63. Divide this number by 2 and begin your heading on this line. To arrange materials so they are spaced correctly across the page, you count the number of strokes for the longest line in each column. Decide on the number of spaces you can leave between each column. Add all of these numbers together and subtract from 95. Divide the answer by 2. Set the left margin at this point. Add the longest line of the first column plus the number of spaces between each column. Set a tab at this point. Take the second column's longest line plus the spaces between the column and set a tab at this point. Continue until you have set your tabs for all columns.

The heading is typed in all *capitals* and *centered*. The heading is United States Civil Service Commission Regions.

The subheadings are typed a triple space below the main heading. These sub-headings are typed in capital and lower case. There are five sub-headings. Column 1 is Region, Column 2 is Headquarters, Column 3 is Telephone Number, Column 4 is Regional Hours--AM-PM, Column 5 is Washington Time--AM-PM.

This following information is *not* arranged horizontally or vertically. It is set up in the order in which the information is typed in the columns. *Do not* copy it the way it is typed on this page.

AT	Atlanta Merchandise Mart 240 Peachtree St., NW. Atlanta, GA 30303	404-526+Ext.	8:00-4:30	8:00-4:30
BN	Post Office and Courthouse Bldg. Boston, MA 02109	617-223+Ext.	8:30-5:00	8:30-5:00
CH	Main Post Office Bldg. 433 West Van Buren St. Chicago, IL 60607	312-353+Ext.	8:15-5:00	9:15-6:00
DA	1114 Commerce Street Dallas, TX 75202	214-749+Ext.	8:00-4:40	9:00-5:40
DE	Bldg. 20, Denver Fed. Center Denver, CO 80225	303-233+Ext.	8:00-4:30	10:00-6:30
NY	Federal Bldg. Fed. Plaza New York, NY 10007	212-264+Ext.	8:30-5:00	8:30-5:00

PH	Customhouse, Second & Chestnut Sts. Philadelphia, PA 19106	215-597+Ext.	8:15-4:45	8:15-4:45
SE	3004 Federal Office Bldg. Seattle, WA 98104	206-583+Ext.	8:00-4:30	11:00-7:30
SF	Federal Bldg., Box 36010 450 Golden Gate Ave. San Francisco, CA 94102	415-556+Ext.	8:00-4:30	11:00-7:30
SL	1256 Federal Bldg. 1520 Market Street St. Louis, MO 63103	314-622+Ext.	8:00-4:30	9:00-5:30

TYPING: Exercise #9

US GOVERNMENT CORRESPONDENCE
MANUAL REVIEW

For this exercise, please use your "US Government Correspondence Manual." You are to find the answers and note where you found them.

QUESTIONS	ANSWERS	Part	Page	Para
1. What complimentary closing shall I use in a letter to the President of the United States?				
2. What words do I capitalize in a "Subject" line of a letter of memo?				
3. Do I hyphenate such terms as "multiple purpose uses," "law abiding citizen," and "guided missile program"?				
4. When enclosures are not mentioned in the body of the letter, should they be listed below the text of the letter?				
5. What salutation do I use in a letter to the Chief Justice of the United States?				
6. How would I type December 3, 1972 in a telegram?				
7. How do I punctuate this sentence? "Please send us pencils pens paper and paperclips"				
8. I am typing at my right margin and need to divide the word "remitted." How do I divide it?				
9. How do I type the numbers in this sentence? "You will observe that the sword is 1 old fashioned, 2 still sharp, and 3 unsually light for its size."				
10. Shall I type today's date on this letter which must be signed in another office?				
11. Do I hyphenate such terms as "7 hour day" and "24 inch ruler"?				
12. When would I type mailing instructions such as "Airmail," "Special Delivery," or "Registered" on the face of the letter?				

QUESTIONS	ANSWERS	Part	Page	Para
13. How do I show that we are sending some extra material with the letter if the enclosures are not mentioned in the letter?				
14. I find in the dictionary that the word "percent" is spelled two ways: "percent" and "per cent." Which of these spellings am I to use in official Government letters?				
15. Do I type "five recommendations" or "5 recommendations"?				
16. To be visible in a window envelope, no line of the address should be longer than ______________ inches?				
17. Which is correct in Government correspondence: "U.S. Government" or United States Government"?				
18. Do I type "cc" on the original page of a letter to show the distribution of copies?				
19. How do I type the ZIP Code on the envelope?				
20. Should the word "states" be capitalized in the following sentence? "He has done considerable traveling throughout the North Atlantic states."				
21. The last typewriter line on each letter should show the identification of office, writer and typist. a. Does this line appear on the original copy of the letter? b. Do I use the writer's complete name? c. Do I put my own initials if I am the typist? d. Are my initials capitalized? e. Do I type the date on this line?				
22. The "U.S Government Messenger Envelope" is commonly referred to as the "Holey Envelope." When do you use this type of envelope?				
23. Does "The Formal Letter" style have the date, inside address, salutation, and complimentary close all starting on the left-hand side of the page?				

QUESTIONS	ANSWERS	Part	Page	Para
24. Do I capitalize the names of the seasons?				
25. Does the period go inside or outside quotation marks?				

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